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| **Unit Overview**  |
| **Content Area: ELA**  |
| **Unit Title:** Launching Readers Workshop |
| **Target Course/Grade Level: Grade 8** |
| **Duration:**  **Week 1- Week 2** |
| **Description:**At the beginning of this unit, students will be reacquainted with the routines and rituals of a Reader’s Workshop. Students will build up reading stamina, choose books independently, and set up reader’s notebooks and book logs. Students will create reading history timelines and evaluate themselves as readers as they set goals to accomplish across the year. Summer reading will be reviewed. |
| **Enduring Understandings** |
| Rituals and Routines of Reader’s Workshop• Reading Stamina• Choosing Books• Accountable Book Talk• Past reading experiences, both negative and positive, influence our identity as students and our feelings about reading.• Reader’s notebooks can be used to write down our thoughts, opinions, questions, ideas and theories. |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****Reading: Literature**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.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.RL.8.10. \*\*By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**9.2.8.CAP.5**SEL Competencies:**-Self-Awareness-Self-Management**NJ:2020 SLS: Social Studies**6.1.8.EconNE.4.b**NJ: 2020 SLS: Computer Science & Design Thinking**8.2.8.ITH.2: Compare how technologies have influenced society over time.**CRP:** **> Utilize critical thinking to make sense of problems and persevere in solving them****> Plan education and career paths aligned to personal goals** |
| **Essential Questions** |
| • Who am I as a reader?• What reading experiences have positively affected me?• What reading experiences have negatively affected me?• How do these experiences build my identity as a reader?• How can I use my reader’s notebook as a tool to support my thinking while I read as well as a place to jot ideas for discussion? |
| **Student Learning Objectives** |
| ***Students will…***Be assessed on current reading level using Fountas & Pinnell as well as a computer-based SRI Lexile program.• Develop routines for readers’ workshop• Set reading goals and learn procedures for keeping track of success* Homework
 |
| ***Suggested Activities*** |
| • Mini lessons• Book talks• Partner work• Read aloud modeled by teacher• Conferences |
| ***Materials*** |
| * Promethean Boards
* Laptops
* McDougall Literature Anthology
* Media Center
* Classroom Library
* Leveled texts to support unit independent reading
* Suggested topics for writing: finish/change any one of the short stories that were worked on throughout this marking period.

**Resources: Utilizing technology: one-to-one use of computers:**  IXL Newsela PRO Brain PopStudy IslandTurnitin.comOpen eBooksSoraAudibleSRI to assess Lexile level Microsoft Teams Microsoft Office Suite |
| ***Assessments*** |
| Assessments:• Multiple-choice questions• Short constructed response• Academic/domain specific vocabulary• Quizzes• Quick writes• Accountable talk• Observation• Graphic organizer |
| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA** |
| **Unit Title:** Narrative/Fiction Reading |
| **Target Course/Grade Level: Grade 8** |
| **Duration:**  **Week 3-Week 9** |
| **Description:**In this unit, students will begin a genre study on fiction. Students will learn about internal and external conflicts, study theme, and evaluate text structure and author’s purpose. Students will study character, character choices and character traits. An emphasis will be placed on text evidence to support ideas and thinking. Students will be exposed to various excerpts of fictional stories throughout this unit. They will read, discuss, and write about stories by identifying literary elements. Students will continue to use reading logs, take notes, conference with the teacher about their stories, talk about reading, and think critically about all aspects of a story. They will set independent reading goals and strive to meet them. |
| **Enduring Understandings** |
| • Theme/ Central Idea• Inference• Setting• Text Evidence• Conflict and Choice• Character Traits• Author’s Purpose• Text Structure• Compare and Contrast• Summary• Exposition, rising action, climax, falling action, resolution• Conflict-internal, external• Use of textual evidence to support an idea• Recognizing the role of point of view as well as character motivation• Determining an author’s purpose |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts**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.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.RI.8.6. 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.W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.1.8.PB.59.4.8.IML.7**SEL Competencies:** Self-AwarenessSocial Awareness**NJ: 2020 SLS: Computer Science & Design Thinking** 8.2.8.EC.1**NJ: 2020 SLS: Social Studies**6.3.8.CivicsPD.2**CRP:****>** Act as a responsible and contributing community member and employee > Consider the environmental, social, and economic impacts of decisions> Demonstrate creativity and innovation> Utilize critical thinking to make sense of problems and persevere in solving them |
| **Essential Questions** |
| • Who am I as a reader? What reading experiences have positively affected me? What reading experiences have negatively affected me? How do these experiences build my identity as a reader?• How can I use my notebook as a tool to support my thinking while I read as well as a place to jot ideas for discussion?• Why are people drawn to the unknown? How does suspense/horror/mystery differ from realistic fiction? What are the common characteristics of suspense/horror/mystery fiction?• How does a reader find the themes in a story? How does a reader track the development of specific themes across a story?• What is internal and external conflict? How do the characters in our suspense/horror/mystery stories experience external and internal conflict and how does this experience affect the plot?• How is the setting important to suspense/horror/mystery stories? How does the setting impact the conflict and the plot as well as the character?• How can we compare two suspense/horror/mystery stories? How are they written similarly? How are they different? How are the text structures similar and different? |
| **Student Learning Objectives** |
| ***Students will…**** Read Independently.
* Set reading goals.
* Maintain a Reader's/Writer's notebook.
* Make inferences and analyze stages of plot.
* Be evaluated on their knowledge of making inferences, stages of plot and selection vocabulary.
* Explore the key elements of suspense/horror/mystery.
* Students will compare and contrast narrative elements in suspense/horror/mystery stories.
* Students will consider what makes a suspense/horror/mystery good story.
* Students will analyze and discuss/write about the techniques that author's use to create compelling suspense/horror/mystery narratives.
* Students will write their own compelling suspense/horror/mystery narrative.
* Students will strengthen their writing by going through the steps of the writing process.
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| ***Suggested Activities*** |
| • Option of short stories from : <https://blog.reedsy.com/short-stories/lgbtq/>  Reedsy resources include categories from but not limited to: LGBTQ, Asian American/ Pacific Islanders, Diversity Equity & Inclusion Additional resource : [http://www.nea.org](http://www.nea.org/) Additional Resource: [www.readbrightly.com](http://www.readbrightly.com/)Mini lessonsWrite about author's techniquesNewselaMentor Texts (Teacher's Choice):Short Story: "The Lottery" - Shirley Jackson (Diversity, Equity, InclusionShort Story: "The Elevator" - William Slater (LGBTQ)Short Story: "Tell-Tale Heart" - Edgar Allan Poe (LGBTQ)Short Story: "Monkey's Paw" - WW Jacobs (Amistad)Short Story: "The Hitchhiker" - Lucille Fletcher (LGBTQ)Short Story: "The Veldt" - Ray Bradbury (LGBTQ)"The Fog Horn" - Ray Bradbury (Climate Change)Selections from Black Out,(LGBTQ + Disabilities) Flying Lessons (Asian American/Pacific Islander, Diversity, Equity & Inclusion), The Hero Next Door (Asian American/Pacific Islander, Diversity, Equity & Inclusion, A Universe of Whales (Diversity, Equity & Inclusion), Fresh Ink (Diversity, Equity & Inclusion)Pop Culture EventsCurrent EventsIXL: 8th Grade: F (Analyzing Literature), Y (Sentences, Fragments, Run-Ons), MM (Commas) through PP (Capitalization)Topics: concept from short stories, pop culture, current eventsMini lessons elements of fictionIndependent reading book talks presented by students Read aloud modeled by teacher highlighting the elements of fictionReader's workshop conferences |
| ***Materials*** |
| * Promethean Boards
* Lap Tops
* McDougall Literature Anthology
* Media Center
* Classroom Library
* Leveled texts to support unit independent reading
* Suggested topics for writing: finish/change any one of the short stories that were worked on throughout this marking period.

**Resources: Utilizing technology: one to one use of computers:**  IXL Newsela PRO Brain PopStudy IslandTurnitin.comOpen eBooksSoraAudibleSRI to assess Lexile level Microsoft Teams Microsoft Office Suite |
| ***Assessments*** |
| Assessments:• Multiple-choice questions• Short constructed response• Academic/domain specific vocabulary• Quizzes• Quick writes• Accountable talk• Observation• Graphic organizer |
| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA** |
| **Unit Title:** Informational Text/Argument /Research |
| **Target Course/Grade Level: Grade 8** |
| **Duration:**  **Week 10-Week 20** |
| **Description:**In this unit, students will begin a genre study on expository nonfiction. They will read, discuss, and write about informational texts and think about the “who, what, where, when, and why” of an event. They will learn to collect facts and develop a main idea using those facts. Skills such as researching events, using text features, and citing resources will be implemented. Using the established skills, we will focus on understanding how authors use claims, evidence, and persuasive devices so that the students can then use these techniques within their own research, writing, and speaking. By critically analyzing arguments and persuasive presentations for validity, accuracy, and clarity, students will become more effective consumers of information. Students will continue to use reading logs, take notes, conference with the teacher about their stories, talk about reading, and think critically about all aspects of a story. They will set independent reading goals and strive to meet them. |
| **Enduring Understandings** |
| • Identify main idea and supporting details• Summarize main ideas in an article• Use text features to comprehend and locate information• Interpret and evaluate text features• Persuasive techniques• Compare arguments in persuasive texts• Identify and analyze persuasive techniques• Analyze reasoning for soundness• Determine an author’s purpose• Evaluate evidence for relevance• Identify the author’s claim |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts**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.RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.RI.8.5. Analyze 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.W.8.2.a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.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.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.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.8.4. 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. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies** **operations.****SEL Competencies:**Social AwarenessResponsible decision making**NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**9.4.8.DC.29.4.8.DC.39.4.8.IML.19.4.8.IML.2**NJ: 2020 SLS: Computer Science & Design Thinking**8.1.8.IC.1**CRP:****>** Act as a responsible and contributing community members and employee> Consider the environmental, social, and economic impacts of decisions> Utilize critical thinking to make sense of problems and persevere in solving them> Use technology to enhance productivity, increase collaboration, and communicate effectively**NJ: 2020 SLS: Social Studies**6.1.8.EconNE.4.b |
| **Essential Questions** |
| Where do you get your facts?• How and why do good readers of informational texts adjust reading rate and reread?• How and why do good readers of informational texts analyze central ideas?• How and why do good readers of informational texts draw conclusions, make inferences, and predict events using cause and effect?• How do I recognize author's bias?• How do I recognize and use propaganda techniques?• How can persuasive techniques be utilized to generate essays of controversial topics containing opinions and supporting facts and examples |
| **Student Learning Objectives** |
| ***Students will…**** Through research we can understand the complexity of society.
* Through research and discussions understand many problems that exist with many probable solutions.
* Utilize research and argument to identify the best solutions for the problems in society.
* Understand what it means to be an active citizen
* Research topics and use MLA format to compose a paper
* Use text features to better understand informational texts
* Analyze an article using text features
* Identify text features
* Identify main ideas and supporting details
* Take notes on a newspaper or magazine article
* Research topics and use MLA format to compose a paper
* Create a poster of text features
* Analyze an article using text features
* Identify and analyze elements of an argument
* Identify and analyze persuasive techniques
* Compare arguments in persuasive texts
* Determine an author’s purpose
* Evaluate the argument in a text
 |
| ***Suggested Activities*** |
| Model researching to identify relevant and reliable information to back up a claim and argue a position.Research topics and use MLA format to compose a paperCreate a poster of text featuresAnalyze an article using text featuresClassroom and small group discussions/debates to test understanding and reasoning.Mentor Texts (Teacher's Choice):Climate Change (NewsELA articles)Year-Round School (Diversity, Equity, Inclusion), (NewsELA articles) (LGBTQ)Nuclear/Renewable Energy/Fossil Fuels (NewsELA articles) (Climate Change)StoryPpairing: The Martian (Climate Change)Story Pairing (Climate Change) Feed (Diversity, Equity, Inclusion)*Text Book: The Spiderman Behind the Spiderman, The True Volcano Chaser (Asian American/IP), Sanctuary of Schools (DIversity, Equity, Inclusion).* |
| ***Materials*** |
| * Promethean Boards
* Lap Tops
* McDougall Literature Anthology
* Media Center
* Classroom Library
* Leveled texts to support unit independent reading
* Suggested topics for writing: finish/change any one of the short stories that were worked on throughout this marking period.

**Resources: Utilizing technology: one-to-one use of computers:**  IXL Newsela PRO Brain PopStudy IslandTurnitin.comOpen eBooksSoraAudibleSRI to assess Lexile level Microsoft Teams Microsoft Office Suite |
| ***Assessments*** |
| Assessments:• Multiple-choice questions• Short constructed response• Academic/domain specific vocabulary• Quizzes• Quick writes• Accountable talk• Observation• Graphic organizer |
| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA** |
| **Unit Title:** Characterization through Short Stories and Poetry |
| **Target Course/Grade Level: Grade 8** |
| **Duration:**  **Week 20-Week 29** |
| **Description:**A great character might start out as a few words jotted on a page or as a lump of clay squeezed between an artist's fingers. How can these humble beginnings result in a person as your best friend? A skilled creator knows how to add layers of details that make someone who doesn't even exist in real life seem like someone you've known forever, whether it be in narrative or poetic form. |
| **Enduring Understandings** |
| • Point of View• Characterization• Central Idea• Conclusions• Character traits• Motivation• Types of Poetry• Poetic Devices• Poetic Structure• Figurative Language• First, Third Omniscient, Third Limited• Physical Appearance, Speech, Thoughts, Actions, Motivation• Theme• Use from the story and personal experiences to infer things the author doesn't say directly• Vocabulary |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts**RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.RL.8.6. 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.W.8.1. Write arguments to support claims with clear reasons and relevant evidence.W 8.1 a-eW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.W.8.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.W.8.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.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.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.L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****SEL Competencies:** -Relationship skills-Self-Awareness-Responsible decision making**NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills**9.4.8.DC.19.4.8.DC.2**NJ: 2020 SLS: Computer Science & Design Thinking**8.1.8.IC.1**NJ: 2020 SLS: Social Studies**6.1.8.EconNE.4.b**CRP**> Consider the environmental, social, and economic impacts of decisions> Use critical thinking to make sense of problems and persevere in solving them> Model integrity, ethical leadership, and effective management |
| **Essential Questions** |
| -How do writers create characters that trigger different reactions?-How does the person who tells the story affect your feelings?-How do characters have layers that make them flawed yet endearing?-What do characters reveal about themselves through dialogues, actions, and interactions with others?-How can I effectively incorporate real world settings in my writing so others can relate to those topics?-What techniques do author's use to create realistic characters?-How do we write a believable, relatable narrative?-How do we use figurative language to enrich writing?-How do we strengthen our writing through planning, revising, editing, and rewriting? |
| **Student Learning Objectives** |
| ***Students will…**** Analyze differences in points of view and the effects they create
* Analyze how the dialogue or incidents in a story reveal aspects of a character
* Determine the central idea of a text and its relationship to supporting ideas
* Infer characters’ motivations
* Identify and analyze character motivation
* Identify and analyze methods of characterization
* Think about the problems/issues that we’ve been discussing and going over throughout the other 3 MPs
* Discuss and analyze examples of how writers/authors/artists incorporate real world problems within their works. The three examples below can be used to facilitate this discussion and analyze examples.
* Within each of those three works, look at mood, tone, structure, and how each of those convey the author’s overall message (theme)
* Create a narrative in which the protagonist is realistic and relatable.
* Analyze the methods authors use to make characters realistic and relatable.

***Students will…***• Identify and compare rhyme schemes• Make inferences• Identify and analyze figurative language in order to gain understanding• Compare traditional poetic form with free verse• Identify and analyze stanzas in poetry• Identify and compare length and meaning of stanzas• Identify and analyze speaker• Identify and analyze sound devices, including rhythm, rhyme, repetition, alliteration, and assonance• Build vocabulary for reading and writing |
| ***Suggested Activities*** |
| Short Story: “Twelve Angry Men” - Reginald Rose (Diversity, Equity & Inclusion)Short Story: “Fox” (Diversity, Equity & Inclusion)Short Story: “Nobody Stole Jayson Grayson” - Carolyn Mackler (LGBTQ + Disabilities) Story Excerpts: “American Born Chinese” - Gene Leung Yang (Asian American/Pacific Islander)Poem: “The Rose that Grew from Concrete” - Tupac Shakur (Diversity, Equity & Inclusion)Poem: “To A Daughter Leaving Home” - Linda Pastan (LGBTQ + Disabilities)Poem: “Peaches” - Adrienne Su (Asian American/Pacific Islander)Selections from Black Out,(LGBTQ + Disabilities) Flying Lessons (Asian American/Pacific Islander, Diversity, Equity & Inclusion), The Hero Next Door (Asian American/Pacific Islander, Diversity, Equity & Inclusion, A Universe of Whales (Diversity, Equity & Inclusion), Fresh Ink (Diversity, Equity & Inclusion)Analyze a character for personality traits, motivations, overcoming adversityPossible resources to use as an inspiration to analyze and create a character are: The Book Thief- (Holocaust) The Girl Who Fell From the Sky (Amistad)1. Write a character analysis essay 2. Write poetry that creates a cohesive character |
| ***Materials*** |
| * Promethean Boards
* Lap Tops
* McDougall Literature Anthology
* Media Center
* Classroom Library
* Leveled texts to support unit independent reading
* Suggested topics for writing: finish/change any one of the short stories that were worked on throughout this marking period.

**Resources: Utilizing technology: one to one use of computers:**  IXL Newsela PRO Brain PopStudy IslandTurnitin.comOpen eBooksSoraAudibleSRI to assess Lexile level Microsoft Teams Microsoft Office Suite |
| ***Assessments*** |
| Assessments:• Multiple-choice questions• Short constructed response• Academic/domain specific vocabulary• Quizzes• Quick writes• Accountable talk• Observation• Graphic organizer |
| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area: ELA** |
| **Unit Title:** Novel Study |
| **Target Course/Grade Level: Grade 8** |
| **Duration: Week 30-Week 40**  |
| **Description:**During this unit, students will be engrossed in the novel *The Outsiders*. Students will explore stereotypes, characterization, setting, plot development, and literary analysis. Students will be expected to complete activities using strategies that have been covered throughout the year. |
| **Enduring Understandings** |
| • Identify and analyze theme• Identify and analyze stages of plot• Identify and analyze character traits and motives• Identify and analyze methods of characterization• Identify and analyze setting and how setting affects plot• Identify, analyze and evaluate imagery• Identify and analyze types of conflict• Identify and analyze mood• Identify and interpret symbolism |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts**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.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.RL.8.6. 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.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.W.8.1. Write arguments to support claims with clear reasons and relevant evidence.W.8.a-eW.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****Career Readines, Life Literacy, & key Skills**9.1.8.FP.79.4.8.GCA.19.4.8.GCA.2**Computer Science and Design Thinking:** 8.2.8.ITH.28.2.8.ITH.5**Social Studies:** 6.3.8.CivicsPD.2**SEL Competencies** Social AwarenessSel-Awareness**CRP**> Consider the environmental, social, and economic impacts of decisions> Use critical thinking to make sense of problems and persevere in solving them> Model integrity, ethical leadership, and effective management |
| **Essential Questions** |
| How and why do good readers ask questions about the text while reading?• How is the main idea used to help readers summarize?• How and why do good readers draw conclusions/make inferences?• How and why do good readers make predictions?• How do good readers identify main idea of a paragraph/selection?• How do good readers use setting, characters, and conflict to understand the plot of a story?• How do good readers identify and use the elements of fiction? |
| **Student Learning Objectives** |
| ***Students will…***Read and analyze the text• Analyze plot parallels and foreshadowing• Recognize themes as they emerge in specific passages• Discuss plot development and mood• Review important elements of a short story besides its theme (i.e. plot, conflict, setting, point of view,• Write a short story while using basic elements of a short story and incorporate a theme seen in the novel• Read stories aloud and give each other commentary about what was done well and give suggestions about what could have been done better• Analyze characters by looking at what the character says, does, and how other characters view that character• Connect a song with the same theme as the novel to the novel• Write an essay describing similarities |
| ***Suggested Activities*** |
| Compose a CD/playlist to follow along with the mood of each chapter• Create a movie poster for the book including: Title, based on the book by\_\_, director, producer, starring actors, rating• Reader’s Journal• Vocabulary Log• Novel Charts: can be used to identify major points in a novel• Character Map• Sociogram: takes the first character map one step further and shows the relationship between characters |
| ***Materials*** |
| * Promethean Boards
* Lap Tops
* McDougall Literature Anthology
* Media Center
* Classroom Library
* Leveled texts to support unit independent reading
* Suggested topics for writing: finish/change any one of the short stories that were worked on throughout this marking period.

**Resources: Utilizing technology: one to one use of computers:**  IXL Newsela PRO Brain PopStudy IslandTurnitin.comOpen eBooksSoraAudibleSRI to assess Lexile level Microsoft Teams Microsoft Office Suite |
| ***Assessments*** |
| Assessments:• Multiple-choice questions• Short constructed response• Academic/domain specific vocabulary• Quizzes• Quick writes• Accountable talk• Observation• Graphic organizer |
| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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