

(Grade 8) ELA Curricular Framework

Sequence of Units 8th Grade ELA

	READING	WRITING
UNIT 1- September	Maintaining an Independent Reading Life (MP 1)	Launching Writer's Notebooks & Independent Writing (MP 1)
UNIT 2- September/October	Literary Nonfiction (MP1)	Writing Memoir (MP1)
UNIT 3- November/December	Nonfiction Shared Choice Reading (MP2)	Position Papers: Research(MP2)
UNIT 4- January/February	Critical Literacy: Unlocking Contemporary Fiction (MP3)	The Literary Essay: Analyzing Craft & Theme (MP3)
UNIT 5- March	Drama & Performance: <i>12 Angry Men</i>	Argument Writing
UNIT 6- April/May	Dystopian Book Clubs (MP4)	Fantasy: Writing Within Literary Traditions (MP4)
UNIT 7- June	Poetry: Immersion & Innovation (MP4)	Poetry: The Art of Writing Lyrics (MP4)

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UNIT 1

Text Types: *Maintaining an Independent Reading Life*

Writing Genres: *Launching Writer's Notebooks & Independent Writing*

Unit Pacing: September (2 weeks)

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

Essential Questions

- Why is reading relevant to my life?
- How do I find reading material that is just right for me?
- Why does it matter that you-that people- are good readers?
- How can I develop habits of a skilled, avid, mature reader?
- How do I use statistics and reading data to help me grow as a reader?
- How do I tackle unfamiliar words, and start moving them to my working vocabulary?
- How do I capture my thinking about a text?
- How can I use partner talk and writing to help me elevate my understanding of texts?
- How does the author's use of specific types of figurative language and connotation affect the meaning 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 or above, scaffolding as needed.

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

Essential Questions

- Where have I been as a writer?
- Where would I like to go?
- What makes a good topic for writing?
- What are the characteristics of effective _____ (genre)?
- How do writers make their use of content, structure, and language effective for a particular genre?
- What are some strategies and procedures writers use when revising?
- How can I seek out and use constructive criticism effectively?
- How can I vary my sentence structures to enhance rhythm?
- How can I edit my writing to meet the needs of an audience?
- How can I use reflection to make myself a better writer?
- How can I honor my family, culture, and language in my writing?

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task,

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- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering difficult text
- Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life
- Encounter the text with minimal clarifications
- Discern more from and make fuller use of text
- Make an increasing number of connections among ideas and between text

purpose, and audience.

- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's 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.

- Revise and edit intentionally to improve writing
- Generate ideas to develop topic
- Revise writing with a partner or self-editing checklists

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.

- Use technological resources to enhance writing
- Give and receive feedback using technology
- Seek out authentic publishing opportunities

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LANGUAGE

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

UNIT 1 GENERAL ASSESSMENTS

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<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Pre Assessment</p> <ol style="list-style-type: none">1. Volar- SGO- Literary Analysis <p>Teacher Data:</p> <ol style="list-style-type: none">1. Conferring notes2. Writing portfolio (digital-SeeSaw- or paper)3. Reader's Notebook4. Writer's Notebook5. Reading Bookmarks6. Book Talks <p>Suggested Getting to Know You Writer's Notebook Entries ((from <i>Being the Change</i> by Sarah K Ahmed)</p> <ul style="list-style-type: none">● Identity Webs<ul style="list-style-type: none">○ Short stories from <i>Fresh Ink</i>● Name Stories<ul style="list-style-type: none">○ <i>The House on Mango Street</i> Excerpt "Name"● Active Listening Activity<ul style="list-style-type: none">○ Short stories from <i>Fresh Ink</i>- Model Active Listening- Create an anchor chart about what it looks, sounds, and feels like
<p style="text-align: center;">RESOURCES</p>	<p style="text-align: center;">TECHNOLOGY INTEGRATION</p>
<p>Teachers College Reading & Writing Project</p> <ul style="list-style-type: none">● Print for your convenience● Maintaining an Independent Reading Life● Mini lessons are available on this link (18 mini lessons are included- They begin with "Today I will teach you that...")● Pick & choose as needed● Print for your convenience● Reader's Workshop lessons begin on page 55● Pick & choose as needed	<p>The following educational websites and applications will be used throughout the study of each unit:</p> <ul style="list-style-type: none">● Newsela● Google Docs, Slides, Forms, Drawing● Google Forms● PearDeck● Yo!Teach!● SeeSaw● YouTube● FlipGrid

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- Fresh Ink: An Anthology by Lamar Giles

Holocaust Commission Resources:

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

- PollEverywhere
- Twitter
- NearPod
- Bookcreator.com
- Measuring Up
- Autodraw.com

Technology connections may include but are not limited to:

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

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

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

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

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INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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

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

21st Century Skills: Career Ready Practice Standards:

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Writing	Reading
metaphor topic content structure language revise/ revisions introductory element	nuance subtle overt theme setting character speaker conflict

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conventions editing reflection	symbol cause & effect
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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities
		<p>Students with 504 Plans</p> <p>Teachers are responsible for</p>

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<p>prompts</p> <ul style="list-style-type: none">• Preferential seating• Verbal and visual cues regarding directions and staying on task• Checklists• Immediate feedback	<p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge• Work with fewer items per page and/or materials in a larger print size• Use a visual blocker• Use visual presentations of verbal material, such as word webs and visual organizers• Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">• Give responses in a form (oral or written) that's easier for him/her• Dictate answers to a scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker• Use a word processor to give responses in class• Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none">• Work or take a test in a different setting, such as a quiet room with few distractions• Sit where he/she learns best (for example, near the teacher)• Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">• Take more time to complete a task or a test• Have extra time to process oral information and directions• Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">• Complete fewer or different homework problems	<p>implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<p>than peers</p> <ul style="list-style-type: none"> ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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READING - Instructional Best Practices

<ul style="list-style-type: none"> ● Classroom Library organized by genre and upkeep by students/ Book Displays ● Vocabulary Word Wall ● Student book choice for independent reading (20 minutes per day of in class reading) ● Book Commercials (frequent book chats) ● Socratic Seminars ● Reader's Workshop <ul style="list-style-type: none"> ○ Whole group mini-lesson ○ Read aloud

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- Independent reading/conferences
- Mid-workshop teaching
- Small group instruction
- Guided reading
- Whole class read aloud
- Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)

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- Model from mentor texts
- Practice using online tools including NoRedInk
- Model from mentor texts
- Word Walls

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 2

Text Types: Literary Nonfiction

Writing Genres: Narrative Writing (*Memoir Writing to Reflect on Experience and Suggest Thematic Connections*) (*If...Then...Curriculum* Lucy Calkins page 44-58)

Unit Pacing: September/October

READING

Critical Knowledge and Skills

**Italicized* - spiraling skills throughout units

***Bold** - Focus skills of this unit

Essential Questions

- What reading & thinking habits do I have or will by stretching and extending my reading in literary nonfiction?
- What strategies and processes do I use to engage in reading to explore central ideas and arguments posed in nonfiction texts?
- What are the structures of book-length literary nonfiction texts, and how do they vary across genres?
- How can I use knowledge about these structures to enable me to engage in increasingly complex texts to identify an author's multiple

WRITING

Critical Knowledge & Skills

**Italicized* - spiraling skills throughout units

***Bold** - Focus skills of this unit

Essential Questions

- How do authors tell the stories of their lives? Why do they tell their stories? Why do readers enjoy these stories?
- How do writers collect and develop ideas?
- How can I make my writing clearer, focused, and hold my reader's attention?
- How do writers use craft to highlight emotion, complex inner thinking, and tension of moment?

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purposes and main ideas in a text?

- How can researching and understanding authors' beliefs and backgrounds help students better understand and have a greater appreciation of their literature?

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.

- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences

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

- Reflect on how the writer's choice of structure relates to the overall central idea or purpose
- Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events
- Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea

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.

- Provide an analysis of the impact of specific word choice on meaning and/or tone

- How do writers incorporate their beliefs and what can students learn from them?

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

- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict
- Demonstrate ability to create a context or setting for the story

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

- Identify defining characteristics of a variety of writing tasks
- Utilize strategies to unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience

W.8.5. With some guidance and support from peers and adults, develop

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<ul style="list-style-type: none"> • Identify analogies and allusions • Analyze why the author chose to include specific word choice, including analogies or allusions • Analyze how specific word choice, including analogies and allusions, impacts the reader • Evaluate the effectiveness of the author’s choice to use specific word choice <p><i>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.</i></p> <ul style="list-style-type: none"> • Evaluate the impact different mediums have on central ideas presented in a text • Evaluate how messages can most effectively be delivered to the intended audience <p><i>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.</i></p> <ul style="list-style-type: none"> • Apply appropriate strategies in order to increase comprehension when encountering difficult text • Make an increasing number of connections among ideas and between texts 	<p><i>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.</i></p> <ul style="list-style-type: none"> • Revise and edit intentionally to improve writing • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists <p><i>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.</i></p> <ul style="list-style-type: none"> • Use technological resources to enhance writing • Give and receive feedback using technology • Seek out authentic publishing opportunities <p><i>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">UNIT 1 GENERAL ASSESSMENTS (MP1)</p>
<p>L.8.1.A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Identify verbals (gerunds, participles, infinitives) in writing • Explain the function of verbals in particular sentences <p><i>L.8.2. Demonstrate command of the conventions of standard English</i></p>	<p>Major:</p> <ol style="list-style-type: none"> 1. Narrative Essay- Memoir (MP1) 2. Literary Nonfiction Major

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capitalization, punctuation, and spelling when writing.

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- Apply common rules and patterns to spell words correctly

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases

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

- Determine the meaning of and purpose of figures of speech in context
- Identify the relationship of words

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.

- Understand and apply conversational, academic, and domain specific vocabulary
- Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

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

- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations

Minor:

1. Book Commercial
2. Where I'm Going Poem
3. Reader's/Writer's Notebook
4. On Demand- Growth Small Moment
5. Summer Reading
6. Vocabulary Quiz I
7. How To Create a Padlet
8. Quizlet for Lit Nonfiction Major

Independent:

1. Tell Tale Heart Escape Room
2. 6 Word Memoir
3. Bookflix
4. Challenging Assumptions- Pre Reading Activity
5. Marking period preparation
6. Small Moment Story- Students write several & choose their best to be graded
7. Memoir Analysis T Chart

Teacher Data:

1. On Demand Assessment- Narrative
2. Pre Assessment
3. Group Form- Student Choice
4. Conferring notes
5. Status of the class
6. Reader's Notebooks
7. Writing Portfolio (SeeSaw)
8. Student Reflections

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<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> <ul style="list-style-type: none">• Use appropriate eye contact, adequate volume, and clear pronunciation <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none">• Orally present information, using appropriate speech, in a variety of situations.	
<p style="text-align: center;">RESOURCES</p>	<p style="text-align: center;">TECHNOLOGY INTEGRATION</p>
<ol style="list-style-type: none">1. Student choice memoirs (in stock)<ol style="list-style-type: none">a. <i>Brown Girl Dreaming</i>b. <i>Taking Flight</i>c. <i>A Long Way Gone: Memoirs of a Boy Soldier</i>d. <i>The Distance Between Us (young adult version)</i>e. <i>We Beat the Streets</i>2. Student choice memoirs (students would have to purchase or check out of library)<ol style="list-style-type: none">a. <i>I Am Malala (young adult version)</i>b. <i>Marshfield Dreams</i>c. <i>I Will Always Write Back</i>d. <i>Being Jazz</i>e. <i>The Reason I Jump</i>3. Memoir Structure Models for Read Alouds or small group instruction<ol style="list-style-type: none">a. stories from Flying Lessonsb. Read aloud- <i>Laughing at my Nightmare</i>	<p>The following educational websites and applications will be used throughout the study of each unit:</p> <ul style="list-style-type: none">• Newsela• Google Docs, Slides, Forms, Drawing• Google Forms• PearDeck• Yo!Teach!• SeeSaw• YouTube• FlipGrid• PollEverywhere• Twitter• NearPod• Bookcreator.com• Measuring Up• Autodraw.com

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<p>c. <i>Not Enough Emilys</i> d. <i>My Grandmother's Hair</i> e. <i>Marshfield Dreams: When I was a Kid</i> f. <i>Woman Hollering Creek: And Other Stories</i> g. <i>The House on Mango Street</i> h. <i>Marley & Me</i> i. <i>Mamba Mentality</i></p> <p>4. <i>If...Then...Curriculum</i> Lucy Calkins page 44-58 a. Link</p> <p>Holocaust Commission Resources:</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (5-8) Teaching Tolerance Book List Grades 5-12</p> <p>Amistad Commission Resources:</p> <p>Amistad Commission Interactive Curriculum</p>	<p><i>Technology connections may include but are not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p>
INTERDISCIPLINARY CONNECTIONS	
<p><i>Interdisciplinary connections may include but are not limited to:</i></p> <p><u>21st Century Standards</u></p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p>	

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

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

21st Century Skills: Career Ready Practice Standards:

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Writing	Reading
<ul style="list-style-type: none">● Elements of Plot<ul style="list-style-type: none">○ Exposition○ Rising Action○ Climax○ Falling Action○ Resolution● Internal monologue● Transitional phrases● Figurative language● Themes● Dialogue● Interesting Verbs● Flashback/Flash forward	<ul style="list-style-type: none">● Author's purpose● Central ideas● Author's choices● Conflicts● Genre study● Argument● Voice● Structure● Author's life & beliefs

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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- Work with fewer items per page and/or materials in a larger print size
 - Use a visual blocker
 - Use visual presentations of verbal material, such as word webs and visual organizers
 - Be given a written list of instructions/picture cues
- Response accommodations:**
- Give responses in a form (oral or written) that's easier for him/her
 - Dictate answers to a scribe
 - Capture responses on an audio recorder
 - Use a spelling dictionary or electronic spell-checker
 - Use a word processor to give responses in class
 - Use a calculator or table of "math facts"
- Setting accommodations:**
- Work or take a test in a different setting, such as a quiet room with few distractions
 - Sit where he/she learns best (for example, near the teacher)
 - Take a test in small group setting
- Timing accommodations:**
- Take more time to complete a task or a test
 - Have extra time to process oral information and directions
 - Take frequent breaks, such as after completing a task
- Assignment modifications:**
- Complete fewer or different homework problems than peers
 - Shorten assignment
 - Answer fewer or different test questions
 - Create alternate projects or assignments

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At Risk Learners / Differentiation Strategies

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop
 - Whole group mini-lesson
 - Read aloud
 - Independent reading/conferences

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- Mid-workshop teaching
- Small group instruction
- Guided reading
- Whole class read aloud
- Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)

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- Model from mentor texts
- Practice using online tools including NoRedInk and Vocabulary.com
- Model from mentor texts
- Word Walls

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 3

Text Types: Nonfiction Choice Reading
Writing Genres: Position Papers- Research and Argument (*Position Papers*)
Unit Pacing: November/December

<p style="text-align: center;">READING (1st MP) Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>		<p style="text-align: center;">WRITING (2nd MP) Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> • Can I keep track of stories and thinking in order to develop new thinking? • Can I determine the parts of a text that 		<p>Essential Questions</p> <ul style="list-style-type: none"> • Can I write arguments to support claims in an analysis of a topic or text using valid reasoning and sufficient,

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really merit time and energy to write about?

- Can I build collective interpretations of the text during partner reading?
- Can I discover and discuss notice and note nonfiction signposts in a nonfiction article about an influential person in history?

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.

- Paraphrase and directly quote evidence from text
- Correctly cite evidence
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences

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

- Reflect on how the writer's choice of structure relates to the overall central

relevant evidence?

- Can I gather and choose relevant information from text to support my intended message?
- Can I build on others' ideas and express my own ideas clearly when engaging in collaborative discussions?

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

- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim(s)
- Write a clear thesis statement
- Address opposing claim
- Discern claims from opposing claims
- Organize the reasons and evidence logically.
- Choose appropriate reasoning and evidence to support claims
- Evaluate sources for accuracy and reliability
- Use transitional words and phrases
- Close the text with a reflective conclusion

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

- Write for a specific purpose and audience
- Use language that is precise and powerful to create voice

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idea or purpose

- Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events
- Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea

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.

- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Identify analogies and allusions
- Analyze why the author chose to include specific word choice, including analogies or allusions
- Analyze how specific word choice, including analogies and allusions, impacts the reader
- Evaluate the effectiveness of the author's choice to use specific word choice

RI.8.7. Evaluate the advantages and

- Create a tone that is appropriate for one's 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.

- Revise and edit intentionally to improve writing
- Revise writing with a partner or self-editing checklists

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.

- Use technological resources to enhance writing

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

- Research and synthesize information from several sources

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format

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<p><i>disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</i></p> <ul style="list-style-type: none"> • Evaluate the impact different mediums have on central ideas presented in a text • Evaluate how messages can most effectively be delivered to the intended audience <p><i>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.</i></p> <ul style="list-style-type: none"> • Apply appropriate strategies in order to increase comprehension when encountering difficult text • Make an increasing number of connections among ideas and between texts 		<p>for citation.</p> <ul style="list-style-type: none"> • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <ul style="list-style-type: none"> • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
<p style="text-align: center;">LANGUAGE</p> <p style="text-align: center;">Critical Knowledge & Skills</p> <p><i>*Italicized - spiraling skills throughout units</i></p> <p>*Bold - Focus skills of this unit</p>		<p style="text-align: center;">UNIT 3 GENERAL ASSESSMENTS</p>
<p>L.8.1.B. Demonstrate command of the conventions of standard English grammar</p>		<p>Major:</p> <ol style="list-style-type: none"> 1. Research RST (MP2)

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and usage when writing or speaking

- Differentiate between active and passive voice
- Identify active and passive voice in reading

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

- Apply common rules and patterns to spell words correctly

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.

- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases

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.

- Engage in conversations about grade-appropriate topics and texts

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and

2. Nonfiction MAJOR

Minor:

1. Defend your Book
2. Reader's/Writer's Notebook
3. Digital One Pager
4. MP2 On Demand
5. Nonfiction Notice & Note Signposts (current events article)
6. Small Research Project- Question generated from choice novel with prepared slide
7. Vocabulary II
8. Vocabulary III

Independent:

1. Four Corners Pre Reading Activity
2. Speed Debates
3. Digital Notecards
4. Marking period preparation
5. Do Now Table

Teacher Data:

1. On Demand Assessment- Argument
2. Conferring notes
3. Status of the class
4. Reader's Notebooks
5. Writing Portfolio (SeeSaw)
6. Student Reflections

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<p>evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <ul style="list-style-type: none">• Determine the purpose for presenting information in different media and formats <p>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.</p> <ul style="list-style-type: none">• Determine the speaker's argument and claims <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> <ul style="list-style-type: none">• Use appropriate eye contact, adequate volume, and clear pronunciation		
<p>RESOURCES</p>		<p>TECHNOLOGY INTEGRATION</p>
<ol style="list-style-type: none">1. Essential Research Skills for Teens-Calkins2. Review Nonfiction Notice & Note Signposts<ol style="list-style-type: none">a. Suggested article about Alan		<p>The following educational websites will be used throughout the study of each unit</p> <ul style="list-style-type: none">• Newsela• Google Docs, Slides, Forms, Drawing• Google Forms

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<p>Turing</p> <ol style="list-style-type: none">3. Position Paper Mini Lessons & Anchor Charts4. Writing Mentor Texts<ol style="list-style-type: none">a. Anchor Text: “High Jinks: Shoot Out” from the New Yorkerb. “Essential Facts about Games and Violence”c. “Shooting in the Dark”5. Reading Mentor Texts<ol style="list-style-type: none">a. <i>Four Perfect Pebbles- Read aloud</i>b. <i>The Glory Field</i> Walter Dean Myers (audible)c. <i>Chains</i> Laurie Halse Anderson6. Nonfiction Choice Novel (available in classroom)<ol style="list-style-type: none">a. <i>Chains</i>b. <i>The Nazi Hunters</i>c. <i>Titanic</i>7. Nonfiction Choice Novel Options (students would get their own copies)<ol style="list-style-type: none">a. <i>Lifeboat 12</i>b. <i>The Finest Hours</i> (young adult version)c. <i>Unbroken</i> (young adult version)d. <i>The Boys in a Boat</i> (young adult version) <p><i>Holocaust Commission Resources:</i></p>		<ul style="list-style-type: none">● PearDeck● Yo!Teach!● SeeSaw● YouTube● FlipGrid● PollEverywhere● Twitter● NearPod● Bookcreator.com● Measuring Up● Autodraw.com <p><i>Technology connections may include but are not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>
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The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration](#)
[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\)](#)
[Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP6. Demonstrate creativity and innovation. **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.** Plan education and career paths aligned to personal goals. **CRP11.** Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

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KEY VOCABULARY

Writing	Reading
Thesis Hook Topic sentences Transitional phrases Text evidence Analysis of evidence Closings Writing reflections	Annotate Stop & Jot Self-reflect Investigation Themes

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts

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- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder

- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Use a calculator or table of “math facts”

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:

- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a

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	<i>supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</i>	
		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

READING Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop
 - Whole group mini-lesson
 - Read aloud
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Guided reading
 - Whole class read aloud
 - Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

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WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Word Walls
- Practice using online tools including NoRedInk and Vocabulary.com

LANGUAGE Assessment Examples (TEACHERS ONLY)

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UNIT 4

Text Types: Investigating Characterization & Author’s Craft (choice novels)**CHANGED THIS BOOK IS USED IN 6th GRADE-** Critical Literacy: Unlocking Contemporary Fiction
Writing Genres: The Literary Essay: Analyzing Craft & Theme
Unit Pacing: January/February

READING

Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

Essential Questions

- How can I develop a varied toolkit of strategies to learn about how characters are crafted by authors?
- How can I deepen my understanding of perspective to study how characters’ and readers’ perspectives are shaped by authors?
- How can I analyze author’s craft in a way that helps me imagine how authors create characters and develop themes?
- How can I expand what I already know about narrative structure to include more challenging narrative trajectories and how they affect readers?

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.

- Identify and analyze author’s purposeful use of language and literary devices
- Make personal connections, make connections to other texts, and/or global connections when relevant

WRITING

Critical Knowledge & Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

Essential Questions

- Can I study author’s craft (literary devices and figurative language) through mentor texts?
- Can I identify the author’s deliberate choices (symbolism, theme, etc)?
- Can I generate comparative themes in two texts?

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.

- Focus writing on thoroughly describing or explaining a topic
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- Select facts, definitions, concrete details, quotations, or other information and examples
- Use transitional words and phrases
- Choose specific vocabulary and language

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<ul style="list-style-type: none">● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings <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> <ul style="list-style-type: none">● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts <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> <ul style="list-style-type: none">● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story <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> <ul style="list-style-type: none">● Analyze how specific word choice, including analogies and allusions, impacts the reader● Evaluate the effectiveness of the author’s choice to use specific word choice <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> <ul style="list-style-type: none">● Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept	<ul style="list-style-type: none">● Develop and use a consistent style, approach and form for the task● Write a conclusion to close the ideas in the text● Create language that is appropriate to one's audience and a formal tone <p><i>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</i></p> <ul style="list-style-type: none">● Write for a specific purpose and audience● Select an appropriate text structure or format for the task <p><i>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.</i></p> <ul style="list-style-type: none">● Revise writing with a partner or self-editing checklists <p><i>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.</i></p> <ul style="list-style-type: none">● Give and receive feedback using technology● Seek out authentic publishing opportunities
<p style="text-align: center;">LANGUAGE</p>	<p style="text-align: center;">UNIT 5 GENERAL ASSESSMENTS (MP3)</p>

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<p style="text-align: center;">Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	
<p>L.8.1.B. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none">• Differentiate between active and passive voice• Identify active and passive voice in reading <p><i>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none">• Apply common rules and patterns to spell words correctly <p><i>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.</i></p> <ul style="list-style-type: none">• Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases <p><i>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.</i></p> <ul style="list-style-type: none">• Engage in conversations about grade-appropriate topics and texts <p>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.</p> <ul style="list-style-type: none">• Determine the purpose for presenting information in different media and formats <p>SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and</p>	<p>Major:</p> <ol style="list-style-type: none">1. Literary Analysis Essay (MP3)2. Q3 Read and Write3. Characterization Unit Assessment II <p>Minor:</p> <ol style="list-style-type: none">1. Reader's/Writer's Notebook2. Book Snap3. MP3 On Demand- Investigating Characterization & Author's Craft4. One Pager5. Choice Novel Presentation6. Fiction Notice & Note Signposts7. Reading Responses <p>Independent:</p> <ol style="list-style-type: none">1. Journal entries/ Comprehension Checks2. Poem of the Week3. Marking period preparation4. Book club weekly grades <p>Teacher Data:</p> <ol style="list-style-type: none">1. On Demand Assessment- Literary Analysis2. Conferring notes3. Status of the class4. Reader's Notebooks5. Writing Portfolio (SeeSaw)6. Student Reflections

(Grade 8) ELA Curricular Framework

<p>sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <ul style="list-style-type: none">• Determine the speaker’s argument and claims <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> <ul style="list-style-type: none">• Use appropriate eye contact, adequate volume, and clear pronunciation	
<p style="text-align: center;">RESOURCES</p>	<p style="text-align: center;">TECHNOLOGY INTEGRATION</p>
<ol style="list-style-type: none">1. Review Fiction Notice & Note Signposts with Short Story<ol style="list-style-type: none">a. “How to Transform an Everyday, Ordinary Hoop Court into a Place of Higher Learning and You at the Podium”2. Read aloud- <i>Ghost</i> or <i>House Arrest</i>- Sometimes a Dream Needs a Push3. Reading Mentor Texts<ol style="list-style-type: none">a. Stories from <i>Woman Hollering Creek</i> by Sandra Cisneros3. Choice fiction novel (available in the classroom)<ol style="list-style-type: none">a. House Arrestb. Wilder Boysc. All American Boysd. When You Reach Mee. Mockingbirdf. Peakg. The Outsiders <p><i>Holocaust Commission Resources:</i></p>	<p>The following educational websites will be used throughout the study of each unit</p> <ul style="list-style-type: none">• Newsela• Google Docs, Slides, Forms, Drawing• Google Forms• PearDeck• Yo!Teach!• SeeSaw• YouTube• FlipGrid• PollEverywhere• Twitter• NearPod• Bookcreator.com• Measuring Up• Autodraw.com <p><i>Technology connections may include but are not limited to:</i></p>

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The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

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

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

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

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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

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

21st Century Skills: Career Ready Practice Standards:

CRP6. Demonstrate creativity and innovation. 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. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively

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in teams while using cultural global competence

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Writing (Fantasy)

Realistic fiction
Craft
Show not tell
Symbolism
Expert vocabulary appropriate for their fantasy world
Small moment

Reading (Investigating Characterization & Author's Craft- choice fantasy books)

Lens of perspective
Author's craft
Themes
Narrative structure
Characterization
Symbolism
Imagery
Structure
Shifts in voice

READING Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop
 - Whole group mini-lesson

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- Read aloud
- Independent reading/conferences
- Mid-workshop teaching
- Small group instruction
- Guided reading
- Whole class read aloud
- Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

(Grade 8) ELA Curricular Framework

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Word Walls
- Practice using online tools including NoRedInk and Vocabulary.com

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 5

Text Types: 12 Angry Men & Choice Reading

Writing Genres: Argument

Unit Pacing: March

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

Essential Questions

- What makes drama different from other genres?

Essential Questions

- Can I write arguments to support claims in an analysis of a topic

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- What are the various elements of drama used in plays?

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.

- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings

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.

- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts

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.

- Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story

or text using valid reasoning and sufficient, relevant evidence?

- Can I gather and choose relevant information from text to support my intended message?
- Can I build on others' ideas and express my own ideas clearly when engaging in collaborative discussions?

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

- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim(s)
- Write a clear thesis statement
- Address opposing claim
- Discern claims from opposing claims
- Organize the reasons and evidence logically.
- Choose appropriate reasoning and evidence to support claims
- Evaluate sources for accuracy and reliability
- Use transitional words and phrases
- Close the text with a reflective conclusion

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

- Write for a specific purpose and audience
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's 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.

- Revise and edit intentionally to improve writing
- Revise writing with a partner or self-editing checklists

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas

(Grade 8) ELA Curricular Framework

	<p><i>efficiently as well as to interact and collaborate with others.</i></p> <ul style="list-style-type: none"> • Use technological resources to enhance writing <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> • Research and synthesize information from several sources <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> • Draw evidence from multiple texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow MLA guidelines to cite direct and indirect quotations • Identify examples of plagiarism in writing • Avoid plagiarism in writing
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">UNIT 4 GENERAL ASSESSMENTS</p>
<p>L.8.1.B. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> • Differentiate between active and passive voice • Identify active and passive voice in reading <p><i>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<p>Major:</p> <ol style="list-style-type: none"> 1. Argument Essay (MP4) <p>Minor:</p> <ol style="list-style-type: none"> 1. Reader's/Writer's Notebook 2. MP4 On Demand 3. Choice Novel Presentation

(Grade 8) ELA Curricular Framework

- Apply common rules and patterns to spell words correctly

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.

- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases

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.

- Engage in conversations about grade-appropriate topics and texts

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.

- Determine the purpose for presenting information in different media and formats

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.

- Determine the speaker's argument and claims

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.

- Use appropriate eye contact, adequate volume, and clear pronunciation

4. Reading Responses

Independent:

1. Journal entries/ Comprehension Checks
2. Marking period preparation

Teacher Data:

1. On Demand Assessment- Argument
2. Conferring notes
3. Reader's Notebooks
4. Writing Portfolio (SeeSaw)

(Grade 8) ELA Curricular Framework

RESOURCES	TECHNOLOGY INTEGRATION
<p><i>Holocaust Commission Resources:</i></p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (5-8) Teaching Tolerance Book List Grades 5-12</p> <p><i>Amistad Commission Resources:</i></p> <p>Amistad Commission Interactive Curriculum</p>	<p>The following educational websites will be used throughout the study of each unit</p> <ul style="list-style-type: none">• Newsela• Google Docs, Slides, Forms, Drawing• Google Forms• PearDeck• Yo!Teach!• SeeSaw• YouTube• FlipGrid• PollEverywhere• Twitter• NearPod• Bookcreator.com• Measuring Up• Autodraw.com <p><i>Technology connections may include but are not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>

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	<p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p>
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INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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

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

21st Century Skills: Career Ready Practice Standards:

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3.

Attend to personal health and financial well-being CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Writing	Reading

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <p>Students with 504 Plans Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Use a calculator or table of "math facts"

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

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	<p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments <p><i>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</i></p>	
		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

READING - Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop

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- Whole group mini-lesson
- Read aloud
- Independent reading/conferences
- Mid-workshop teaching
- Small group instruction
- Guided reading
- Whole class read aloud
- Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

(Grade 8) ELA Curricular Framework

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Practice using online tools including NoRedInk and Vocabulary.com
- Model from mentor texts
- Word Walls

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 6

Text Types: Dystopian Book Clubs
Writing Genres: Fantasy: Writing Within Literary Traditions
Unit Pacing: April/May

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

Essential Questions

- How can I use strategies from reading other genres in order to make sense of imaginary, often complicated worlds? In what

Essential Questions

- Can I read through the lens of writers-analyze short stories, novels, and picture books for writing craft moves?

(Grade 8) ELA Curricular Framework

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?

- How does understanding the fiction signposts help readers have a greater understanding of the text?
- What are ways I can look at themes that live in each of the texts that I read? How can I trace not only the themes across the text, but the details which support each theme?
- What are ways I can see how themes travel across texts?
- 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? How can seeing those same patterns in my life and in world events help me make sense of them as well?

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.

- Identify and analyze author's purposeful use of language and literary devices
- Make personal connections, make connections to other text, and/or global connections when relevant
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings

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.

- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts

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.

- How can I keep my fantasy story grounded in the real world?
- How can I make the unrealistic feel realistic ?
- How can I revise with an eye on craft (showing not telling, symbolism, and “expert” vocabulary for their fantasy world)?

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

- Establish a point of view and context
- Engage the reader with a story hook
- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use figurative language to aid in description
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict
- Demonstrate ability to create a context or setting for the story

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

- Write for a specific purpose and audience
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,

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<ul style="list-style-type: none"> Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story 	<p><i>rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i></p> <ul style="list-style-type: none"> Revise and edit intentionally to improve writing Revise writing with a partner or self-editing checklists <p><i>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.</i></p> <ul style="list-style-type: none"> Use technological resources to enhance writing <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <ul style="list-style-type: none"> Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
<p>LANGUAGE</p> <p>Critical Knowledge & Skills</p> <p><i>*Italicized - spiraling skills throughout units</i></p> <p>*Bold - Focus skills of this unit</p>	<p>UNIT 4 GENERAL ASSESSMENTS</p>
<p>L.8.1.C. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing Identify verbs in reading and writing pieces Recognize and correct inappropriate shifts in verb voice and mood <p><i>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p>	<p>Major:</p> <ol style="list-style-type: none"> Fantasy Narrative <p>Minor:</p> <ol style="list-style-type: none"> Book Club discussion Reader's Writer's Notebooks <p>Independent:</p> <ol style="list-style-type: none"> Marking period preparation Book club weekly grades

(Grade 8) ELA Curricular Framework

- Apply common rules and patterns to spell words correctly

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Identify verbs used in the active and passive voice and in the conditional and subjunctive mood
- Select verbs in various moods to achieve an intentional effect

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.

- Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases

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

- Determine the meaning of and purpose of figures of speech in context

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.

- Understand and apply conversational, academic, and domain specific vocabulary

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.

- Engage in conversations about grade-appropriate topics and texts

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid

Teacher Data:

1. Conferring notes
2. Status of the class
3. Reader's Notebooks
4. Writing Portfolio (SeeSaw)
5. Student Reflections
6. Pre assessment- Write a fantasy small moment story that incorporates everything you know about writing strong narratives & everything you know about fantasy
7. Marking period preparation
8. Book club weekly grades

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<p><i>reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</i></p> <ul style="list-style-type: none">• Use appropriate eye contact, adequate volume, and clear pronunciation <p><i>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p> <ul style="list-style-type: none">• Analyze the impact that these multimedia and visual displays will have on the reader	
RESOURCES	TECHNOLOGY INTEGRATION
<ol style="list-style-type: none">1. Mentor Texts:<ol style="list-style-type: none">a. "All Summer in a Day"b. "Harrison Bergeron"2. Dystopian Choice Novels<ol style="list-style-type: none">a. <i>Fahrenheit 451</i>b. <i>Lockdown</i>c. <i>Flawed</i>d. <i>The Testing</i>e. <i>Dry</i> <p>Holocaust Commission Resources: The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p>	<p>The following educational websites will be used throughout the study of each unit</p> <ul style="list-style-type: none">• Newsela• Google Docs, Slides, Forms, Drawing• Google Forms• PearDeck• Yo!Teach!• SeeSaw• YouTube• FlipGrid• PollEverywhere• Twitter• NearPod• Bookcreator.com• Measuring Up

(Grade 8) ELA Curricular Framework

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

- Autodraw.com

Technology connections may include but are not limited to:

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

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

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

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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

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

21st Century Skills: Career Ready Practice Standards:

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CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP5. Consider the environmental, social and economic impacts of decisions. CRP11. Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Writing (The Literary Essay)	Reading (Dystopian)
Theme Evidence Supporting ideas Claims Argument Criticism Pivotal moments in text Character Big Ideas Thesis statement Compare and contrast Structure Refuting arguments	Critique Themes Archetypes Patterns Symbols Fantasy Complex

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist 	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards

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*Use WIDA Can Do Descriptors in coordination with [Student Language Portraits \(SLPs\)](#).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

- [UDL Key Terms](#)

Response to Intervention:

Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy

Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers

- [Gifted Programming Glossary of Terms](#)

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Be given a written list of instructions/picture cues
- Response accommodations:**
- Give responses in a form (oral or written) that's easier for him/her
 - Dictate answers to a scribe
 - Capture responses on an audio recorder
 - Use a spelling dictionary or electronic spell-checker
 - Use a word processor to give responses in class
 - Use a calculator or table of "math facts"
- Setting accommodations:**
- Work or take a test in a different setting, such as a quiet room with few distractions
 - Sit where he/she learns best (for example, near the teacher)
 - Take a test in small group setting
- Timing accommodations:**
- Take more time to complete a task or a test
 - Have extra time to process oral information and directions
 - Take frequent breaks, such as after completing a task
- Assignment modifications:**
- Complete fewer or different homework problems than peers
 - Shorten assignment
 - Answer fewer or different test questions
 - Create alternate projects or assignments

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		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

READING Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop
 - Whole group mini-lesson
 - Read aloud
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Guided reading
 - Whole class read aloud
 - Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)

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- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Practice using online tools including NoRedInk and Vocabulary.com
- Model from mentor texts
- Word Walls

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 7

Text Types: Poetry: Immersion & Innovation
Writing Genres: Poetry: The Art of Writing Lyrics
Unit Pacing: June

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<p style="text-align: center;">READING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">WRITING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>Essential Questions</p> <ul style="list-style-type: none">• How does poetry differ from other forms of literature? What are poetic devices?• What is structure?• What are the essential elements of poetry?• How does studying poetry enhance our ability to write poetry?• How can researching and understanding authors' beliefs and backgrounds help students better understand and have a greater appreciation of their poems? <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> <ul style="list-style-type: none">• Identify and analyze author's purposeful use of language and literary devices• Make personal connections, make connections to other texts, and/or global connections when relevant• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings <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> <ul style="list-style-type: none">• Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts	<p>Essential Questions</p> <ul style="list-style-type: none">• Can I turn some of my earlier pieces of writing into poetry?• Can everyday objects inspire free verse poetry?• How can I convey ideas in a way that evokes emotions?• How can I use poetry to communicate?• What kind of voice would be most effective for this form of writing?• How and why should I use figurative and/or descriptive language in my writing?• How can I incorporate my beliefs and my background into the poetry that I write? <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> <ul style="list-style-type: none">• Focus writing on thoroughly describing or explaining a topic• Choose specific vocabulary and language• Develop and use a consistent style, approach and form for the task• Create language that is appropriate to one's audience and a formal tone <p><i>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p> <ul style="list-style-type: none">• Establish a point of view and context• Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters• Use figurative language to aid in description

(Grade 8) ELA Curricular Framework

<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> <ul style="list-style-type: none"> Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story <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> <ul style="list-style-type: none"> Provide an analysis of the impact of specific word choice on meaning and/or tone Identify analogies and allusions Analyze why the author chose to include specific word choice, including analogies or allusions Analyze how specific word choice, including analogies and allusions, impacts the reader Evaluate the effectiveness of the author's choice to use specific word choice 	<ul style="list-style-type: none"> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events <p><i>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</i></p> <ul style="list-style-type: none"> Write for a specific purpose and audience Use language that is precise and powerful to create voice Create a tone that is appropriate for one's audience <p><i>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.</i></p> <ul style="list-style-type: none"> Revise and edit intentionally to improve writing Revise writing with a partner or self-editing checklists <p><i>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p> <ul style="list-style-type: none"> Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">UNIT 4 GENERAL ASSESSMENTS</p>
<p><i>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none"> Apply common rules and patterns to spell words correctly <p><i>L.8.4. Determine or clarify the meaning of unknown and</i></p>	<p>Major:</p> <ol style="list-style-type: none"> MP4 Writing- Poetry Analysis <p>Minor:</p>

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<p><i>multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p> <ul style="list-style-type: none"> Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases <p><i>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <ul style="list-style-type: none"> Determine the meaning of and purpose of figures of speech in context <p><i>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.</i></p> <ul style="list-style-type: none"> Understand and apply conversational, academic, and domain specific vocabulary <p><i>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</i></p> <ul style="list-style-type: none"> Engage in conversations about grade-appropriate topics and texts <p><i>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</i></p> <ul style="list-style-type: none"> Orally present information, using appropriate speech, in a variety of situations 	<ol style="list-style-type: none"> Poetry Choice Board Annotation Minor <p>Independent:</p> <ol style="list-style-type: none"> Reader's Writer's Notebooks Marking period preparation <p>Teacher Data:</p> <ol style="list-style-type: none"> Conferring notes Status of the class Reader's Notebooks Writing Portfolio (SeeSaw) Student Reflections
<p>RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<ol style="list-style-type: none"> Mentor Texts- <i>Decoded, Tears for Water: Poetry & Lyrics, The Rose That Grew from Concrete, The Summer Day, Harlem</i> 	<p>The following educational websites will be used throughout the study of each unit</p>

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2. Poetry

- a. Honey, I Love
- b. Langston Hughes
- c. Nikki Giovanni
- d. Billy Collins
- e. Lucille Clifton
- f. Mary Oliver
- g. Robert Frost
- h. Walt Whitman
- i. James Baldwin- The giver-

Holocaust Commission Resources:

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

- Newsela
- Google Docs, Slides, Forms, Drawing
- Google Forms
- PearDeck
- Yo!Teach!
- SeeSaw
- YouTube
- FlipGrid
- PollEverywhere
- Twitter
- NearPod
- Bookcreator.com
- Measuring Up
- Autodraw.com

Technology connections may include but are not limited to:

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

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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

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8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

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	<i>Additional technology connections to be determined during Curriculum Development Periods.</i>
INTERDISCIPLINARY CONNECTIONS	
<p><i>Interdisciplinary connections may include but are not limited to:</i></p> <p><u>21st Century Standards</u> 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> <p><u>21st Century Skills: Career Ready Practice Standards:</u> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p><i>Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods</i></p>	
KEY VOCABULARY	
Writing (Poetry)	Reading (Poetry)
Lyric Alliteration Cacophony Hyperbole Imagery	Tone Connotation Second person First person plural Stanzas

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<p>Metaphor Personification Repetition Meter Chapbook</p>	<p>Line breaks Punctuation Stanza breaks Mood Emotion Form Rhyme Scheme Shape White space</p>
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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities

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<ul style="list-style-type: none">● Student restates information● Extra visual and verbal cues and prompts● Preferential seating● Verbal and visual cues regarding directions and staying on task● Checklists● Immediate feedback	<p>differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge● Work with fewer items per page and/or materials in a larger print size● Use a visual blocker● Use visual presentations of verbal material, such as word webs and visual organizers● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">● Give responses in a form (oral or written) that's easier for him/her● Dictate answers to a scribe● Capture responses on an audio recorder● Use a spelling dictionary or electronic spell-checker● Use a word processor to give responses in class● Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none">● Work or take a test in a different setting,	<p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<p>such as a quiet room with few distractions</p> <ul style="list-style-type: none"> ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments <p><i>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</i></p>	
		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified

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on a student's 504 Plan.

READING - Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Student book choice for independent reading (20 minutes per day of in class reading)
- Book Commercials (frequent book chats)
- Socratic Seminars
- Reader's Workshop
 - Whole group mini-lesson
 - Read aloud
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Guided reading
 - Whole class read aloud
 - Share time (Buzz groups, Partner shares, Small group share, Whole group share)
- Modeling (i.e. Think alouds, Mentor texts, Student exemplars)
- Close reading (i.e. Using Notice and Note signposts)

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of Writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson

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- Conferences
- Mid-workshop teaching
- Small group instruction

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
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- Practice using online tools including NoRedInk and Vocabulary.com
- Model from mentor texts
- Word Walls

LANGUAGE Assessment Examples (TEACHERS ONLY)