



Green Brook Township School District

ESL Curriculum 8 > Unit 1

Grade 8, ESL, District Middle Curriculum

Green Brook Township
Public Schools

Unit: Unit 1 (Week 1, 9 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- 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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

B. Creativity and Innovation

- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Description of Unit

In this unit, the students will practice narrative writing. They will improve their reading and writing by effectively using adjectives. The students will also practice descriptive writing about people, objects, events, and locations.

Essential Questions

- 1) Why is it important to use a wide variety of vocabulary words in writing?
- 2) What are the qualities of great descriptive writing?
- 3) How does analyzing the historical context of a text improve learning outcomes for readers?

Knowledge

Students will know that:

1. The time period of the late nineteenth and early twentieth centuries brought tremendous comfort, leisure, convenience, and improved quality of life due to the unprecedented number of new inventions.
2. The greatest inventor in the nineteenth century, and possibly ever, is Thomas Edison.
3. Some common prefixes are "im," "over," "un," and "after."
4. Semicolons are used to join two related independent clauses.

Skills

Students will be able to:

1. Describe the societal changes of the late nineteenth and early twentieth centuries.
2. Justify Thomas Edison's legacy as the greatest inventor of the nineteenth century.
3. Understand and use the prefixes "im," "over," "un," and "after."
4. Understand when and how to use semicolons to join together clauses.
5. Understand when and how to use semicolons in a list.

5. Semicolons are used to separate items in a list when the items in the list already include commas.

6. There is a specific order in which adjectives should be listed when more than one adjective is used to describe a noun: opinion or quality, size, age or temperature, shape, color, and material.

7. When writers describe a group of people, they often include details and adjectives to describe the group's characteristics, such as their values, relationships, customs, and activities.

8. When writers describe an event or experience, they often tell the order in which the events happened using sequence words, such as first, then, next, finally, last, while, during, and after.

9. When writers describe an object, they often use sensory details that appeal to the reader's five senses.

10. Writers use sensory details to create imagery, particularly when describing locations. This helps the reader see, feel, taste, touch, and smell the place the writer is describing.

11. Analyzing the historical context of a story or text can make it more meaningful and easier to understand.

12. Point of view is the perspective from which a story is told.

13. Vocabulary usage will include: climate, customs, irrigate, natural resources, nomads, tribe, designer, device, elements, invention, patent, periodic table, affects, available, environment, region, achieved, attitudes, discrimination, illegal, created, function, significant, and technology.

14. Language forms and conventions will be followed regarding the proper use of semicolons.

15. Linguistic complexity will be monitored to evaluate writing for its descriptions of people, events, objects, and places.

6. Use adjectives in their correct order.

7. Utilize a variety of descriptive language when categorizing a group of people.

8. Utilize a variety of descriptive language when explaining an event or experience.

9. Utilize a variety of descriptive language when explaining an object.

10. Utilize a variety of descriptive language when detailing a location.

11. Explain known facts about the time and place of a story.

12. Rewrite a familiar story from a different character's point of view.

13. Use some or all of the new vocabulary.

14. Write using the language forms and conventions that apply to the use of semicolons.

15. Achieve grade-level linguistic complexity by creating a narrative with graphic descriptions of people, events, objects, and places.

Assessments

Pretest**Diagnostic: Written Test**

Unit pretest encompassing information about: prefixes, semicolons, ordering adjectives, and writing descriptions.

RL.8.3, RI.8.1, L.8.1, WIDA 1, WIDA 2

Concept Development**Formative: Other written assessments**

Read a story about inventors. Answer questions about the various plot elements.

RL.8.3, WIDA 1, WIDA 2, WIDA 5

Analysis**Formative: Other written assessments**

Read an informational text about nineteenth century inventors. Answer analysis questions about what the text says explicitly as well as about information that is inferred.

RI.8.1, WIDA 1, WIDA 2, WIDA 5

Discussion**Formative: Other written assessments**

Read a text about Thomas Edison to the class. After a collaborative discussion, produce a writing piece in response to the text and discussion which summarizes the main points of the text.

SL.8.1, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 5

Narrative**Formative: Other written assessments**

Write a narrative telling a famous invention story, such as the first flight of the Wright Brothers. The writing will use descriptive language to detail people, events, objects, and places.

W.8.3, L.8.1, WIDA 1, WIDA 2, WIDA 5

Unit Test**Summative: Written Test**

Unit test encompassing information about: prefixes, semicolons, ordering adjectives, and writing descriptions.

RL.8.3, RI.8.1, L.8.1, WIDA 1, WIDA 2

Activities	Activities to Differentiate Instruction
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- Discuss prefixes and make a poster-sized example list to hang in the classroom
 - Teach semicolons through Smartboard activities
 - Teach ordering adjectives through Smartboard activities
 - Complete practice activities describing groups of people
 - Complete practice activities describing objects
 - Complete practice activities describing events
 - Complete practice activities describing locations
 - Teach unit vocabulary through recitation activities
 - Pre-teach vocabulary definitions for teacher-selected texts
 - Make word cards for texts
 - Read a variety of multi-paragraph prose texts
 - Monitor student comprehension by asking guiding questions
 - Complete a T-chart graphic organizer to identify different types of descriptive writing for each prose text the class reads
 - Read a text about Thomas Edison and have students collaboratively create drawings which illustrate the details portrayed in the reading
 - Use peer editing protocols for revising and improving written work
 - Scaffold comprehension by helping children retell text in their own words
 - Perform a reader's theater for teacher selected passages and texts
 - Work with a partner and complete a fluency check chart by recording the number of words a partner has read in one minute
 - Record all fluency check charts in a single log for each student
 - Write sentences and use teacher and peer feedback for editing and revising
 - Demonstrate comprehension by drawing a picture to illustrate ideas
 - Complete activities connecting a picture and matching word(s)
 - After reading a text, complete comprehension sentences by using a word bank
 - After reading a text, complete comprehension sentences without using a word bank
 - After reading a text, answer multiple-choice questions about the text
 - Complete crossword puzzles using unit vocabulary words
 - Complete Internet-based spelling activities
 - Use word searches to improve spelling
- For standard RL.8.3 in the concept development assessment, ELP 1 and ELP 2 students will answer questions about plot elements in the text using L1 support.
 - For standard RL.8.3 in the concept development assessment, ELP 3 and ELP 4 students will answer questions about plot elements in the text using a word map.
 - For standard RL.8.3 in the concept development assessment, ELP 5 and ELP 6 students will answer questions about plot elements in a grade-level text using a variety of sentence lengths and structures.
 - For standard RI.8.1 in the analysis assessment, ELP 1 and ELP 2 students will answer analysis questions with the aid of word walls.
 - For standard RI.8.1 in the analysis assessment, ELP 3 and ELP 4 students will answer analysis questions using an adapted text.
 - For standard RI.8.1 in the analysis assessment, ELP 5 and ELP 6 students will answer analysis questions in a grade-level text.
 - For standard SL.8.1 in the discussion assessment, ELP 1 and ELP 2 students will summarize the text and discussion by producing a piece of writing using L1 support and pictures.
 - For standard SL.8.1 in the discussion assessment, ELP 3 and ELP 4 students will summarize the text and discussion by producing a piece of writing which cites an adapted text and general points from the discussion.
 - For standard SL.8.1 in the discussion assessment, ELP 5 and ELP 6 students will summarize the text and discussion by producing a piece of writing which cites a grade-level text and specific points from the discussion.
 - For standards W.8.3 and L.8.1 in the narrative assessment, ELP 1 and ELP 2 students will follow the specified instructions and use L1 support and a word wall to complete their writing.
 - For standards W.8.3 and L.8.1 in the narrative assessment, ELP 3 and ELP 4 students will follow the specified instructions and use a narrative template or model to complete their writing.
 - For standards W.8.3 and L.8.1 in the narrative assessment, ELP 5 and ELP 6 students will follow the specified instructions and will write a narrative which includes a variety of descriptions.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Science & Social Studies: Inventions, Inventors</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 8</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level C Teacher's Edition</i> (c) 2009</p> <p>Adjectives -</p> <p>http://exchange.smarttech.com/search.html?q=adjectives&subject=All+subjects&grade=All+grades&ion=en_US</p> <p>Semicolons -</p> <p>http://exchange.smarttech.com/search.html?q=semicolons&subject=All+subjects&grade=All+grades&ion=en_US</p>

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Last Updated: Monday, December 3, 2012, 9:35PM



Green Brook Township School District
ESL Curriculum 8 > Unit 2
 Grade 8, ESL, District Middle Curriculum



Save Unit

Links

New Jersey Core Curriculum Standards

Add New

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Literature

6. Assess how point of view or purpose shapes the content and style of a text.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Speaking & Listening

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. ✖

B. Creativity and Innovation

9.1.8.B.1 Use multiple points of view to create alternative solutions. ✖

Description of Unit

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In this unit, the students will practice writing to compare and contrast. They will also improve their reading and writing through by using imperatives, subordinating conjunctions, comparison expressions, and expressions of contrast.

Essential Questions

 [Links](#)

▼ Less

- 1) Why is it important to use a wide variety of vocabulary words in writing?
- 2) What are the qualities of great writing?
- 3) How does comparing and contrasting two different texts improve understanding?

Knowledge

 [Links](#)

▼ Less

Skills

 [Links](#)

▼ Less

<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Developing relationships between groups of people that disagree can lead to better understanding and peaceful resolution of differences. 2. Many kinds of partnerships exist in nature. In a mutualistic relationship, both organisms benefit from each other. 3. "Auto," "dent," "para," and "sitos" are common Greek roots for English words. 4. "Nutrire," "script," "terra," and "virus" are common Latin roots for English words. <p>If a 455. Foreshadowing is the author's use of clues to hint at what might happen later in a story.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Justify why it is important for different groups of people to develop relationships. 2. Compare and contrast a mutualistic relationship. 3. Understand words with the roots "auto," "dent," "para," and "sitos." 4. Understand words with the roots "nutrire," "script," "terra," and "virus." 5. Identify foreshadowing in a story. 6. Describe examples of irony in assigned texts. 7. Categorize the beliefs, art, ideas, and values of a particular community. 8. Identify the use of the imperative form and the negative
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Assessments	 Links
Add New Assessment Method  View	
<p>Unit Pretest</p> <p>Diagnostic: Written Test</p> <p>Unit pretest encompassing information about: foreshadowing, irony, imperatives, subordinating conjunctions, comparison expressions, and contrasting expressions.</p> <p>RL.8.6, RI.8.2, L.8.5, WIDA 1, WIDA 2</p>	 
<p>Concept Development</p> <p>Formative: Other written assessments</p> <p>Read a story about relationships between people of different countries. Answer questions about point of view and irony.</p> <p>RL.8.6, WIDA 1, WIDA 2, WIDA 5</p>	 
<p>Analysis</p> <p>Formative: Other written assessments</p> <p>Read an informational text about different symbiotic and parasitic organisms. Answer analysis questions about the central idea in the text and provide an objective summary of the text.</p> <p>RI.8.2, WIDA 1, WIDA 2, WIDA 5</p>	 

Discussion



Formative: Other written assessments

Present a Smartboard lesson to the class about mutualistic organisms. After collaborative activities and discussion, write a paragraph summarizing mutualistic organisms.

SL.8.5, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 4

Copmpare and Contrast Essay



Summative: Written Report

Write an essay comparing and contrasting mutualistic organisms and parasitic organisms. The students will use class materials and outside resources to write the essay. Demonstrate command of descriptive language and word relationships.

W.7.2, L.7.5, WIDA 1, WIDA 2, WIDA 4

Unit Test



Summative: Written Test

Unit test encompassing information about: foreshadowing, irony, imperatives, subordinating conjunctions, comparison expressions, and contrasting expressions.

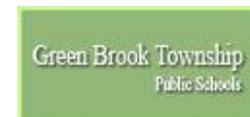
RL.8.6, RI.8.2, L.8.5, WIDA 1, WIDA 2

<p>Activities</p> <p style="text-align: right;"> Links</p>	<p>Activities to Differentiate Instruction</p> <p style="text-align: right;"> Links</p>
<p style="text-align: right;">▼ Less</p> <ul style="list-style-type: none"> • Discuss word roots and make a poster-sized example list to hang in the classroom • Teach subordinating conjunctions through Smartboard activities • Complete activities involving subordinating conjunctions • Complete practice activities for imperatives • Complete compare and contrast practice activities • Teach unit vocabulary through recitation activities • Pre-teach vocabulary definitions for teacher-selected texts • Make word cards for texts 	<p style="text-align: right;">▼ Less</p> <ul style="list-style-type: none"> • For standard RL.8.6 in the concept development assessment, ELP 1 and ELP 2 students will analyze the text and specific points in the text using L1 support. • For standard RL.8.6 in the concept development assessment, ELP 3 and ELP 4 students will analyze the text and specific points in the text using a word map. • For standard RL.8.6 in the concept development assessment, ELP 5 and ELP 6 students will analyze the text and specific points in a grade-level text using a variety of sentence lengths and structures.

Integrated/Cross-Disciplinary Instruction 	Resources 
<div style="text-align: right;"> ▼ Less </div>	<div style="text-align: right;"> ▼ Less </div>
<p>Science: Mutualistic and Parasitic Relationships in Nature</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 8</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level C Teacher's Edition</i> (c) 2009</p> <p>Subordinating Conjunctions - http://www.englishforeveryone.org/PDFs/Subordinating%20Conjunctions.pdf</p> <p>Facts on File - http://library.ghtns.org/common/servlet/presentationhomeform.do?</p>
 Save Unit	



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Save Unit

New Jersey Core Curriculum Standards

Links

Add New

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Literature

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.



CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Informational Text

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.



CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Writing

Production and Distribution of Writing

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

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Speaking & Listening

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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. 

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Language

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 

B. Creativity and Innovation

9.1.8.B.1 Use multiple points of view to create alternative solutions. 

Description of Unit

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In this unit, the students will practice persuasive writing. They will improve their reading and writing by using a variety of grammar constructions, including adjective clauses, adverb clauses of time, and phrasal verbs.

Essential Questions

 [Links](#)

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- 1) Why is it important to use a wide variety of vocabulary words in writing?
- 2) What are the qualities of great writing?
- 3) How does asking questions while reading improve learning outcomes?

<p>Knowledge </p>	<p>Skills </p>
<p>▼ Less</p>	<p>▼ Less</p>
<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Immigrants to the United States in the early twentieth century faced hazardous living conditions in tenement apartment buildings. 2. In the mid-twentieth century, migrant farm laborers endured hard work for little pay, often living in great poverty. 3. Writers use adjective clauses to describe a noun in an independent clause. 4. An adjective clause beginning with the relative pronoun "who" describes a person or people. <p>If a 455. An adjective clause beginning with the relative pronoun "which" describes a thing or things</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the living conditions immigrants faced in the early twentieth century. 2. Analyze the working conditions of immigrant farm laborers in the mid-twentieth century. 3. Identify adjective clauses. 4. Create adjective clauses beginning with the relative pronoun "who." 5. Create adjective clauses beginning with the relative pronoun "which." 6. Place adjectives in the proper place in a sentence. 7. Place adverbs in the proper place in a sentence. 8. Use "when" in an adverb clause of time
<p>Assessments </p>	
<p>Add New Assessment Method </p>	
<p>Pretest  </p> <p>Diagnostic: Written Test</p> <p>Unit pretest encompassing information about: adjective clauses, positional placement of adjectives, relative pronouns, adverb clauses, positional placement of adverbs, and phrasal verbs.</p> <p>RL.8.4, RI.8.5, L.8.3, WIDA 1, WIDA 2</p>	
<p>Concept Development</p>	

Formative: Other written assessments

Read a story about immigrants. Answer questions to analyze the text, including questions which require the students to determine the meaning of words and phrases

RL.8.4, WIDA 1, WIDA 2, WIDA 5



Analysis

Formative: Other written assessments

Read an informational text about immigrant farm workers. Answer analysis questions which require the students to determine the purpose/function of particular sentences.

RI.8.5, WIDA 1, WIDA 2, WIDA 5



Discussion

Formative: Other written assessments

Read a text to the class about Caesar Chavez. After a collaborative discussion, write a paragraph summarizing his legacy. Read the paragraph to the class.

SL.8.4, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 5



Persuasive Essay

Summative: Written Report

Write a persuasive essay/letter to the editor arguing for or against the usefulness of attending college from the perspective of an immigrant.

W.8.4, L.8.3, WIDA 1, WIDA 2, WIDA 5



Unit Test

Summative: Written Test

Unit pretest encompassing information about: adjective clauses, positional placement of adjectives, relative pronouns, adverb clauses, positional placement of adverbs, and phrasal verbs.

RL.8.4, RI.8.5, L.8.3, WIDA 1, WIDA 2



Activities



Activities to Differentiate Instruction



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- Discuss phrasal verbs and make a poster-sized example list to hang in the classroom

- Teach adjective clauses through Smartboard activities
- Teach the adverb clause of time through Smartboard activities
- Complete relative pronoun practice activities
- Complete phrasal verb practice activities
- Teach unit vocabulary through recitation activities

- For standard R.8.4 in the concept development assessment, ELP 1 and ELP 2 students will analyze the text and specific phrases in the text using L1 support.
- For standard RL.8.4 in the concept development assessment, ELP 3 and ELP 4 students will analyze the text and specific phrases in the text using a word map.

Integrated/Cross-Disciplinary Instruction 	Resources 
<p style="text-align: right;">▼ Less</p>	<p style="text-align: right;">▼ Less</p>
<p>Social Studies: Conditions for immigrants in the early and mid-twentieth century.</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 8</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level C Teacher's Edition</i> (c) 2009</p> <p>Adjective Clauses - http://exchange.smarttech.com/search.html?q=adjective+clauses&subject=All+subjects&grade=All+grades</p> <p>Adverbs -</p>
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New Jersey Core Curriculum Standards

Links

Add New

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Reading: Informational Text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Speaking & Listening

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Language

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

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

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 8 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. ✖

B. Creativity and Innovation

9.1.8.B.1 Use multiple points of view to create alternative solutions. ✖

Description of Unit

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In this unit, the students will practice cause and effect writing. They will improve their reading and writing by using the new grammar construction of the present perfect tense. Students will work with lexical sets, word roots, and in-text citations.

Essential Questions

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- 1) Why is it important to use a wide variety of vocabulary words in writing?
- 2) What are the qualities of great writing?
- 3) How do citations improve the quality and validity of written work?

Knowledge

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Skills

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<p>Students will know that:</p> <ol style="list-style-type: none"> 1. Eight planets and other heavenly bodies orbit the Earth's sun in a solar system located in the Milky Way Galaxy, which consists of more than 100 billion stars. 2. On July 21, 1969, mankind landed on the moon. There have been a total of six trips to the moon. Eventually, NASA would like to land people on Mars. 3. Lexical sets are sets of words that describe a central idea; they are synonyms. 4. "Graph," "ology," and "geo" are common Greek roots for English words. <p>If a 455. The present perfect tense is formed with have or has and the past participle</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the Milky Way Galaxy. 2. Evaluate the merits of space exploration. 3. Create a lexical set for teacher-selected words. 4. Understand words with the roots "auto," "dent," "para," and "sitos." 5. Identify the present perfect tense. 6. Write using the present perfect tense and "for." 7. Write using the present perfect tense and "since." 8. Write using the present perfect tense and adverbs. 9. Write a well-developed research report. 10. Use in-text citations in a research report and include a reference list.
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Assessments	 Links
<div style="display: flex; justify-content: space-between; align-items: center;"> Add New Assessment Method  View </div>	
<p>Pretest Diagnostic: Written Test</p> <p>Unit pretest encompassing information about: lexical sets, word roots, variations of the present perfect tense, in-text citations, and works cited lists.</p> <p>RI.8.3, RI.8.8, L.8.2, WIDA 1, WIDA 2</p>	 
<p>Concept Development Formative: Other written assessments</p> <p>Read a text about the Milky Way. Answer questions summarizing the text and the connections between ideas and events.</p> <p>RI.8.3, WIDA 1, WIDA 2, WIDA 4</p>	 
<p>Analysis Formative: Other written assessments</p> <p>Read an informational text about possible manned missions to Mars. Answer analysis questions which require the students to evaluate specific claims and to determine the evidence that supports those claims.</p> <p>RI.8.8, WIDA 1, WIDA 2, WIDA 4</p>	 

Discussion



Formative: Other written assessments

Read a text to the class about the U.S. space program. After a collaborative discussion, write a paragraph in response to the text and discussion which explores the validity of the arguments introduced in the text.

SL.8.3, 9.1.8.A.1, 9.1.8.B.1, WIDA 1, WIDA 2, WIDA 4, WIDA 5

Research Report



Summative: Written Report

Write a research report about the International Space Station. The students will use class materials and outside resources to write the research report and will include paraphrased speech, quoted speech, citations, and a reference list to support claims.

W.8.1, L.8.2, WIDA 1, WIDA 2, WIDA 4

Unit Test



Summative: Written Test

Unit test encompassing information about: lexical sets, word roots, variations of the present perfect tense, in-text citations, and works cited lists.

RI.8.3, RI.8.8, L.8.2, WIDA 1, WIDA 2

<p>Activities </p>	<p>Activities to Differentiate Instruction </p>
<p style="text-align: right;">Less</p> <ul style="list-style-type: none"> • Discuss lexical sets and make a poster-sized example list to hang in the classroom • Teach word roots through Smartboard activities • Teach the present perfect tense through Smartboard activities • Complete practice activities using the present perfect with "for" • Complete practice activities using the present perfect with "since" • Complete practice activities using the present perfect with adverbs 	<p style="text-align: right;">Less</p> <ul style="list-style-type: none"> • For standard RI.8.3 in the concept development assessment, ELP 1 and ELP 2 students will answer summary questions using L1 support. • For standard RI.8.3 in the concept development assessment, ELP 3 and ELP 4 students will answer summary questions using a word map. • For standard RI.8.3 in the concept development assessment, ELP 5 and ELP 6 students will answer summary questions in a grade-level text using a variety of sentence lengths and structures.

Integrated/Cross-Disciplinary Instruction 	Resources 
<p style="text-align: right;">▼ Less</p>	<p style="text-align: right;">▼ Less</p>
<p>Science: Solar System, Space Exploration</p>	<p>Pearson Education, Inc. <i>Prentice Hall Reader's Notebook Grade 8</i> (c) 2008</p> <p>Pearson Education, Inc. <i>Longman Keystone Level C Teacher's Edition</i> (c) 2009</p> <p>Word Roots - http://exchange.smarttech.com/search.html?q=word+roots&subject=All+subjects&grade=All+grades&ion=</p> <p>Present Perfect Tense -</p>
 Save Unit	

