



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:23PM

Green Brook Township
Public Schools

Unit: Grammar--Parts of Speech (Week 1, 4 Weeks)

New Jersey Core Curriculum Standards

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

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.
- L.8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- L.8.1b. Form and use verbs in the active and passive voice.
- L.8.1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

Description of Unit

Students will recognize parts of speech in a variety of contexts with an eye toward applying them to their writing. Students will also analyze various contexts to discover how a single word can act as varying parts of speech.

Essential Questions

How are the eight parts of speech distinct from each other, and how do they interrelate?
 How does context determine the function of a word and thus its part of speech?
 Why does varying a word's context sometimes alter its function?

This unit serves as a review and practice of skills from corresponding units in the grades 6 and 7 curricula. It also ensures that students new to the school in grade 8 have adequate understanding of these concepts as they will apply to an intensive writing curriculum for the year.

The instruction and activities in this unit would appear to apply to only two standards in the Common Core, and only indirectly. However, this grammar unit and three others like it serve as an essential basis early in the school year for the Writing Workshop and ongoing writing experiences. As the students learn the skills and vocabulary related to the mechanics of writing, their facility with more abstract nuances will benefit incalculably.

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -all words fall into at least one category of the eight parts of speech. -words have different functions that vary with context and their interrelations with other words. -varying a word's context can alter its function. -verbs can form verbals (gerunds, participles, and infinitives) and function as other parts of speech. -verbs have mood (indicative, subjunctive, imperative) and voice (active, passive). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify the eight parts of speech and classify words into them. -identify the varying functions of single words as they appear in different contexts. -analyze a word in various contexts and explain how it changes its part of speech. -identify verbals and explain their functions. -identify and use different moods and voices of verbs.
<u>Assessments</u>	
<p>Parts of Speech Pretest Diagnostic: Written Test This initial assessment reveals what understanding, if any, the student already has with regard to parts of speech and the functions of words in context.</p> <p>Daily Warm-Up Exercises Formative: Sample Assessment Item</p>	

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

NOTE: The Core Standard for Language (L 8.1) has specific requirements for mastery of verbs and verbals.

Unit Test

Summative: Written Test

This test requires students to recall the list of all eight parts of speech (knowledge).

They must also identify the part of speech of words underlined in sentences (comprehension/analysis).

Words that are spelled the same are often placed in different contexts, giving them different grammatical functions. For example, the word "throw" in "I will throw the ball," is a verb; but it is a noun in "That was a good throw" (analysis).

-  [Preassessment](#)
-  [Quiz: Nouns, Verbs, and Adjectives \(Version A\)](#)
-  [Quiz: Nouns, Verbs, and Adjectives \(Version B\)](#)
-  [Quiz: Adverbs and Pronouns \(Version A\)](#)
-  [Quiz: Adverbs and Pronouns \(Version B\)](#)
-  [Quiz: Prepositons, Conjunctions, and Interjections \(Version A\)](#)
-  [Quiz: Prepositons, Conjunctions, and Interjections \(Version B\)](#)
-  [Unit Test \(Version A\)](#)
-  [Unit Test \(Version B\)](#)
-  [Follow-Up Test \(Version A\)](#)
-  [Follow-Up Test \(Version B\)](#)
-  [Quiz: Verbals, Mood, and Voice](#)

Activities	Activities to Differentiate Instruction
Activities may include the following:	Auditory: Schoolhouse Rock songs

Introduction to the list of the parts of speech--mnemonic to aid in recalling the list

Distribution of handouts/study guides for each part of speech; discussion and analysis of concepts and contexts

SmartBoard exercises identifying and manipulating words acting as various parts of speech (may be used as daily warm-up activities)

Activities for practice and analysis of skills and concepts

Composition of flash cards to supplement study guides

Visual: Schoolhouse Rock videos, handouts, flash cards, practice quizzes, practice test

Visual/Kinesthetic: SmartBoard activities

Struggling learners: peer pairings, handouts, reviews

Advanced students: peer pairings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques

Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p> <p> Dionysus Thrax</p>	<p>Teacher, Student, and Parent Resources</p> <p>Individual handouts for each of the eight parts of speech</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Youtube links for</p> <p>Schoolhouse Rock:</p> <p>Nouns  http://www.youtube.com/watch?v=Sy72OPgdVuA</p> <p>Verbs  http://www.youtube.com/watch?v=wn0WEuH4mF4</p> <p>Adjectives  http://www.youtube.com/watch?v=NkuuZEey_bs</p>

Adverbs  <http://www.youtube.com/watch?v=14fXm4FOMPM>
Pronouns  <http://www.youtube.com/watch?v=koZFca8AkT0>
Prepositions  <http://www.youtube.com/watch?v=Bmz8mM-nPtM>
Conjunctions  <http://www.youtube.com/watch?v=eZqI5b5wGA4>
Interjections  <http://www.youtube.com/watch?v=eZqI5b5wGA4>

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

-  [Daily Warmups](#)
-  [UbD Parts of Speech NOUNS.doc](#)
-  [UbD Parts of Speech VERBS.doc](#)
-  [UbD Parts of Speech ADJECTIVES.doc](#)
-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech PRONOUNS.doc](#)
-  [UbD Parts of Speech PREPOSITIONS.doc](#)
-  [UbD Parts of Speech CONJUNCTIONS.doc](#)
-  [UbD Parts of Speech INTERJECTIONS.doc](#)
-  [UbD Parts of Speech Schoolhouse Rock Nouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Verbs.docx](#)

-  [UbD Parts of Speech Schoolhouse Rock Adjectives.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adverbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Prepositions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Pronouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Conjunctions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Interjections.docx](#)
-  [Practice Quiz: Nouns, Verbs, Adjectives](#)
-  [Practice Quiz: Adverbs and Pronouns](#)
-  [Practice Quiz: Prepositions, Conjunctions, and Interjections](#)
-  [Unit Test--Practice](#)
-  [Unit Test--Practice \(Funny!\)](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:23PM

Green Brook Township
Public Schools

Unit: Argumentative and Persuasive Writing (Week 5, 4 Weeks)

New Jersey Core Curriculum Standards

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.
- W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d. Establish and maintain a formal style.
- W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

<p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) 	
<p>Description of Unit</p>	<p>Essential Questions</p>
<p>Students will compose argumentative and persuasive essays, explaining and illustrating sound arguments in an organized and articulate manner.</p>	<p>How do organization and presentation determine the effectiveness of an argument?</p> <p>How are argumentation and persuasion similar to and different from each other?</p> <p>How can one apply higher order thinking skills to a sound formula for organization?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
<p>Knowledge</p>	<p>Skills</p>
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of an essay intended to argue or persuade. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -the importance of framing an argument with facts. -the practice of using reasons when writing to persuade. -advanced strategies that ensure proper style, tone, and voice. -the importance of clear, coherent relationships among claims, reasons, and evidence. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a persuasive manner. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -frame an argument with facts derived from material they have read. -use reasons when writing to persuade. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -ensure cohesion and clarify relationships among claims, reasons, and evidence. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed.

<p>-the critical elements and strategies to include in their own essays and to recommend for the essays of peers.</p>	<p>-analyze and revise their ideas and their written products. -label and evaluate elements in their own writing and in the writing of others.</p>
<p>Assessments</p> <p>Argumentative and Persuasive Essays Summative: Extended Essay</p> <p>Three pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).</p> <p>One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.</p> <p>ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.</p> <p>Peer Reviews Formative: Suggested Instructional/Assessment Strategies</p> <p>Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.</p> <p>In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.</p>	
<p>Activities</p> <p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive guides and sample essays for persuasive writing.</p> <p>Daily classroom work on teacher-generated prompts generated specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p>	<p>Activities to Differentiate Instruction</p> <p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes</p>

Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.

Conclusion: students explain difficulties or successes they are having.

(direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.

Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Argumentative and persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and science.</p>	<p>Style Guidelines</p> <p>Writing guides for Argumentative and Persuasive Essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher Website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Persuasive Guide.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:24PM



Unit: Grammar--Understanding Sentences (Week 9, 3 Weeks)

New Jersey Core Curriculum Standards

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.

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.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

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.

Description of Unit

Students will analyze sentences, distinguishing between declarative, interrogative, imperative, and exclamatory sentences. Additionally, they will distinguish between simple, compound, and complex sentences. They will also explain the differences between dependent and independent clauses, and they will apply this knowledge to their own writing habits.

Essential Questions

How do the different modes of sentence differ from each other?

How do different sentence elements contribute to the meaning of a sentence?

How can sentences be configured to become distinct types of sentences?

How do different types of sentences in context affect one's writing?

Knowledge

Skills

<p>Students will know that:</p> <ul style="list-style-type: none"> • sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory. • sentences are composed of various elements, principally clauses consisting of subjects and verbs. • different configurations of clauses yield different types of sentences. • fluid writing requires a variety of sentence types and the ability to manipulate the elements of sentences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify declarative, interrogative, imperative, and exclamatory sentences. • identify various elements in a clause (subject, verb, etc.) and distinguish between dependent and independent clauses. • distinguish between simple, compound, complex, and compound-complex sentences and compose such sentences as specified. • improve written passages by manipulating sentences as the situation requires, particularly when using interrupting clauses set off by commas or dashes.
<p><u>Assessments</u></p>	
<p>Formative Quizzes Formative: Written Test Formative quizzes given periodically to assess students' understanding of concepts and demonstration of skills.</p> <p>Unit Test Summative: Written Test End-of-unit test</p> <p>Unit Pretest Diagnostic: Written Test Types of sentences</p> <p>Worksheets and exercises Other written assessments</p>	
<p>Activities</p> <p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Distribution of handouts/study guides for each sentence mode (declarative, interrogative, etc.) and sentence type (simple,</p>	<p>Activities to Differentiate Instruction</p> <p>Visual: handouts, flash cards, practice quizzes and tests</p> <p>Visual/Kinesthetic: SmartBoard activities</p> <p>Struggling learners: peer groupings, handouts, reviews</p>

<p>compound, complex); discussion and analysis of concepts and contexts</p> <p>SmartBoard exercises identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities)</p> <p>Activities from <i>The Writer's Craft</i>.</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	<p>Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>None for this unit.</p>	<p>Handouts for sentence modes and sentence types</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p> <p>Student-generated supplemental materials (flashcards, notes)</p> <p>Teacher Website (for assignments and expectations)</p> <p><i>The Writer's Craft</i> (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)</p> <p> UbD Understanding Sentences Notes.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

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Green Brook Township
Public Schools

Unit: Personal Essays (Week 12, 3 Weeks)

New Jersey Core Curriculum Standards

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing
 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

Description of Unit	Essential Questions
<p>Students will compose personal essays, responding to prompts and quotes to which they relate their personal experiences.</p>	<p>How do organization and content combine to create an effective personal essay?</p> <p>How can one apply higher-order thinking skills to one’s personal reflections and responses?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure, organization, and conventions of a personal essay. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -advanced strategies that ensure proper style, tone, and voice. -the importance of clear, coherent relationships among claims, reasons, and evidence. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument. -the critical elements and strategies to include in their own essays and to recommend for the essays of peers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a manner that optimally conveys personal experience or conviction. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -ensure cohesion and clarify relationships among claims, reasons, and evidence. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed. -analyze and revise their ideas and their written products. -label and evaluate elements in their own writing and in the writing of others.

Assessments

Personal Essays

Summative: Extended Essay

Three personal pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities	Activities to Differentiate Instruction
<p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss a guide for writing personal essays along with sample essays.</p> <p>Daily classroom work on teacher-generated prompts generated specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p>	<p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p>

Conclusion: students explain difficulties or successes they are having.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Personal essay topics will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.</p>	<p>Style Guidelines</p> <p>Writing guides and samples for personal essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher Website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Personal Guide 1.doc</p> <p> UbD Writing Workshop Personal Guide 2.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 8 (D) / Grade 8 (District Middle Curriculum)

Monday, August 26, 2013, 1:28PM



Unit: Grammar--Punctuation (Week 15, 4 Weeks)

New Jersey Core Curriculum Standards

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.
- L.8.2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.8.2b. Use an ellipsis to indicate an omission.

Description of Unit

Students will demonstrate the proper use of the various forms of punctuation in a variety of contexts. In accordance with Core Standards for Language 8.2 A and B, the portion of the unit involving commas includes lessons on how to use a comma or an ellipsis to indicate a pause or break, and an ellipsis to indicate an omission.

This comprehensive unit on punctuation includes instruction and practice on the use of end punctuation (periods, question marks, and exclamation points) and intermediary punctuation (apostrophes, hyphens, dashes, parentheses, commas, semicolons, and colons).

Quotation marks are covered in lessons regarding dialogue in narrative writing; therefore, they are not covered in this unit.

Essential Questions

How is punctuation used?

How does punctuation ensure clarity of meaning and correctness of format?

How does the proper use of punctuation improve one's writing?

How can practice and observation make punctuation easier?

Knowledge

Students will know that:

Skills

Students will be able to:

- punctuation has specific functions for ensuring clarity in sentences.
- punctuation is used to format many conventional constructions.
- correct punctuation facilitates effective writing.
- commas, dashes, and ellipses can be used to indicate a break.
- an ellipsis can be used to indicate an omission.

- identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons.
- format conventional constructions such as clauses, sentences, and series using applicable punctuation.
- use commas, dashes, and ellipses to indicate a break.
- use an ellipsis to indicate an omission.

Assessments

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts and skills in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

NOTE: The Core Standard for Language (L 6.1) has specific requirements for mastery of pronouns.

Unit Test

Summative: Written Test

This test requires students to apply various forms of punctuation to sentences.

NOTE: The Core Standard for Language (L 7.2 A) has specific requirements for mastery of coordinate adjectives.

Unit Pretest

Diagnostic: Written Test

Use of punctuation

Activities

Activities to Differentiate Instruction

Activities may include the following:

Distribution of handouts/study guides for each form of punctuation; discussion and analysis of concepts and contexts

SmartBoard exercises requiring correction or punctuation of sentences (may be used as daily warm-up activities)

Worksheets for practice and analysis of skills and concepts

Composition of flash cards to supplement study guides

Supplemental activities/lessons from *The Writer's Craft*

Visual: handouts, flash cards, practice quizzes and tests

Auditory: rhymes, repetitions of key phrases from guides

Visual/Kinesthetic: SmartBoard activities

Struggling learners: peer pairings, handouts, reviews

Advanced students: peer pairings; challenge sentences

Integrated/Cross-Disciplinary Instruction

None for this unit.

Resources

Teacher, Student, and Parent Resources

Punctuation guide sheets

Worksheets

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose

organization and information are highly compatible with this unit)

Instruction for All Students by Paula Rutherford

-  [UbD Punctuation Notes Apostrophes Hyphens.doc](#)
-  [UbD Punctuation Notes Commas.doc](#)
-  [UbD Punctuation Notes Dash Ellipsis.doc](#)
-  [UbD Punctuation Notes Restrictive and Nonrestrictive.doc](#)
-  [UbD Punctuation Notes Semicolons Colons.doc](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:28PM

Green Brook Township
Public Schools

Unit: Narrative Writing (Week 19, 3 Weeks)

New Jersey Core Curriculum Standards

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

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

Description of Unit	Essential Questions
<p>Students will respond to narrative story prompts, writing articulate, descriptive, coherent stories with figurative language and dialogue.</p>	<p>How do higher-order thinking skills improve and enhance one’s creativity and one’s writing?</p> <p>Why do structure, neatness, organization, literary elements, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader. -advanced strategies that enhance descriptions, sensory detail, tone, dialogue, and voice. -a list of literary devices that can impart figurative flair and capture the action of a story, including transitions between time frames. -strategies that enable them to produce stories in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of an artful story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - structure and organize a story in a manner that effectively and artfully moves the reader by setting a context, logically sequencing events, and providing a conclusion of literary integrity. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for a worthwhile product. -develop, apply, and internalize advanced strategies that ensure proper style, tone, dialogue and voice. -use literary devices that can impart figurative flair and capture the action of a story, including transitions between time frames and clear correlation between experiences and events. -write effective stories that are concise or elaborate, depending on the time allowed. -evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves. -label and evaluate elements in their own writing and in the writing of others.
Assessments	
<p>Narrative Prompts Summative: Extended Essay</p>	

Three narrative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL BE INCLUDED IN INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities	Activities to Differentiate Instruction
<p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss a guide for writing narratives along with sample stories.</p> <p>Daily classroom work on teacher-generated prompts generated specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p> <p>Conclusion: students explain difficulties or successes they are having.</p>	<p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p> <p>Individual conferences with the teacher provide enhanced time to attend to individual students' needs.</p>

Integrated/Cross-Disciplinary Instruction	Resources
<p>Responses to narrative prompts will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.</p>	<p>Style Guidelines</p> <p>Writing guides and samples for narrative writing</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher Website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Narrative Guide.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:29PM

Green Brook Township
Public Schools

Unit: Grammar--Capitalization (Week 22, 2 Weeks)

New Jersey Core Curriculum Standards

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.

Description of Unit

Students will practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing.

Essential Questions

How do conventional rules apply to capitalization?

Why does following standard conventions makes writing more authoritative?

Knowledge

Students will know:

-the rules for capitalization as they apply to initial words, salutations and closings of letters, and miscellaneous categories of words.

-the rules for capitalization as they apply to various categories of proper nouns and adjectives.

Skills

Students will be able to:

-capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.

-capitalize the various categories of proper nouns and adjectives.

Assessments

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts and skills in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

Unit Test

Summative: Written Test

This test requires students to apply various forms of capitalization to words in sentences.

Unit Pretest

Diagnostic: Written Test

Capitalization

Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Distribution of handouts/study guides for each form of capitalization; discussion and analysis of concepts and contexts</p> <p>SmartBoard exercises requiring students to correct and add capitalization (may be used as daily warm-up activities)</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p> <p>Supplemental activities/lessons from <i>The Writer's Craft</i></p>	<p>Visual: handouts for each form of capitalization, worksheets, practice assessments</p> <p>Auditory: rhymes, repetitions of key phrases from guides</p> <p>Visual/Kinesthetic: SmartBoard activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings; challenge sentences</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p>	<p>Teacher, Student, and Parent Resources</p>

Capitalization guide sheet

Worksheets

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Practice quizzes

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

 [Capitalization Notes](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:30PM

Green Brook Township
Public Schools

Unit: Research Paper (Week 24, 5 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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.

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

Description of Unit

This unit will focus on developing research and writing skills for an informational report. The writer will provide information or inform the reader of a specific topic. Students will implement

Essential Questions

How can research inform a writer, a reader, and a written product?

steps of writing a research report which include developing a research question, consulting sources, discerning validity and pertinence of sources and information, developing a thesis, developing an outline, organizing information (via notecards or digital resources), drafting, revising, editing and proofreading, and publishing.

This project, more ambitious in its scale than the grade 7 project, requires citations from a minimum of eight sources-- both print and digital--and a final printed product of at least six pages. Additionally, teachers will take special care that the sources merely inform the report, rather than compose it; that is, students must add their own synthesis and analysis to the material they draw from their sources.

How can one determine whether research sources are reliable and useful?

What elements can a writer include to make a piece more authoritative and better develop his/her writing voice?

How does the writing process contribute to effective pieces of writing and develop a well-written product?

How must one take special care to indicate which information and ideas come not from oneself but from outside sources?

Knowledge	Skills
<p>The student will know that:</p> <ul style="list-style-type: none"> -writing an effective research paper requires the selection, organization, and analysis of relevant content. -clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience. -a sequence of components (introduction, body, and conclusion) along with relevant information and examples combine to ensure a clear product for readers. -a formal style makes assertions and conclusions more authoritative. -there are advantages and disadvantages of using different media to present a particular topic or idea. -relevant information must come from multiple, credible, print and digital sources -writers must follow a standard format for citation, attributing all information and concepts to their sources. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. -introduce a topic clearly, develop the topic with relevant information and examples, use appropriate and varied transitions, and provide a concluding statement or section that follows from and supports the information or explanation presented. -establish and maintain a formal style. -evaluate the advantages and disadvantages of using different media to present a particular topic or idea. -gather relevant information from multiple print and digital sources, and assess the credibility and accuracy of each source

-quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Assessments

Research Question

Formative: Other written assessments

Students must submit a research question and an explanation what they plan to investigate and explain. The teacher will either accept the research question as appropriate for the project or work with the student to modify the question in order to make it suitable.

Source List

Formative: Other written assessments

After consulting a variety of sources and considering their validity, accuracy, and credibility, students will compose a list of sources they plan to use for their projects. This list, which follows MLA format and style, will enable the teacher to assess students' skills in consulting a variety of media, gathering information, and discerning its usefulness.

Thesis Statement

Formative: Other written assessments

After consulting a variety of sources and producing a source list, students will digest the concepts and information they have found and arrive at a thesis statement in preparation for the composition of their research papers.

Research Paper Outline

Formative: Other written assessments

Students will formulate the sequence and flow of their ideas in an outline as further preparation for the composition of the research paper.

Note Cards

Formative: Other written assessments

Students will record the specific data, ideas, quotes, and insights that they have found in their sources. Each item taken from a source will have the name of the source and page numbers, if applicable.

Students will compile these fragments either on individual 3"x5" note cards or in digital format using a resource such as Evernote.

First Draft

Formative: Written Report

Students will compose first full-scale drafts of their research papers following MLA format guidelines, complete with parenthetical citations and a list of works cited.

Final Draft

Summative: Written Report

After receiving their first drafts back from the teacher, students will continue to revise and refine their work in consultation with their peers and the teacher.

Activities	Activities to Differentiate Instruction
<p>Project orientation, including explanation of objectives, activities, sequence, and schedule</p> <p>Consultation period with the Media Specialist in the Media Center</p> <p>Class discussions, examples, and handouts related to each phase of assessment</p> <p>Peer conferences and teacher consultation with individual students at all phases of the project</p> <p>Submission and assessment of each task for assessment: research question, source list, thesis, outline, note cards, first draft, and final draft</p>	<p>For developing learners: a simpler topic will be given or determined by the teacher. Assistance will be given throughout all stages of the process, targeting each specific assessment task.</p> <p>Higher-level students may complete PowerPoint presentations as companions to the final paper.</p> <p>Peer conferences and reviews at all stages of the project enable students of varying abilities to learn from and to assist each other.</p> <p>Students who generate their own research questions and topics tailor their work to their interests and abilities.</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>The variety of topics that students take up will stretch across the entire curriculum.</p>	<p>Teacher website--for project guidelines and submission schedules</p> <p>MLA.org--for style and format guidelines</p> <p>www.evernote.com --a resource for managing and organizing information from various sources</p> <p>GBMS Media Center website--for a wide variety of research ideas, advice, and online resources.</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:30PM



Unit: Speaking and Presentation (Week 29, 5 Weeks)

New Jersey Core Curriculum Standards

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

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

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.

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.

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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Description of Unit

Essential Questions

Students will collaboratively prepare and present PowerPoint presentations on informative topics of their choice. Each presentation will include multimedia components and information gleaned from some degree of research. They will narrate their presentations in real time, incorporating what they learn about posture, volume, diction, and presence.

Grade 8 presentations will go beyond explanation and will emphasize analysis. After explaining their topics, students will explore backgrounds and causes as well as implications. For example, if a topic were slavery in early America, the facts and figures would serve as the start for an expanded exploration of reasons for slavery having come about as well as the legacy of discrimination that followed abolition.

How does public speaking enhance ones' work as students and professionals?
 Why do facts, organization, intonation, and body language have an impact on how well a message is received?
 How can technology and media assist one in spoken presentations?
 How can preparation and practice helps with clarity?
 How can one overcome nervousness when speaking in public?

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -collaborative public speaking is integral to the 21st-century professional workplace. -the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent. -intonation and body language have an impact on how well a message comes across. -multimedia and research components make a presentation more authoritative. -preparation and practice help with clarity and the mitigation of nervous habits. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -collaborate with others to prepare and present speeches on a variety of topics in front of classmates. -sequence arguments, claims, and facts in a logical and coherent manner. -use proper intonation and body language. -include multimedia and research components effectively in a spoken presentation. -prepare and practice in order to present clearly and effectively.
<p><u>Assessments</u></p>	
<p>Speaking and Presentation Self-Assessment Summative: Self Assessment</p> <p>Speaking and Presentation Peer Review Summative: Other written assessments</p> <p>All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.</p>	

NOTE: This rubric may also be used formally during preparation and practice sessions.

Speaking and Presentation Scoring Rubric
Summative: Other oral assessments

-  [Self-Evaluation.docx](#)
-  [Peer-Review 8th.docx](#)
-  [Scoring Rubric 8th.docx](#)

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<p>Discussion of Essential Questions and objectives.</p> <p>Teacher modeling of targeted skills; multimedia examples.</p> <p>Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.</p> <p>Composition/preparation of presentations</p> <p>Teacher consultations</p> <p>Peer rehearsals and formative peer assessment</p> <p>Final presentations</p> <p>Follow-up reflection on essential questions, activities, objectives, and achievement</p>	<p>Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed guidelines and rubrics, multimedia elements (graphic) in presentations</p> <p>Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations</p> <p>Kinesthetic: practice of body movement and postures</p> <p>Struggling learners: peer pairings allow assistance from advanced students</p> <p>Advanced learners: peer pairings; challenge activities</p> <p>Socially anxious/impaired students: peer pairings deflect a portion of the focus</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>Students' choices of topics--in consultation with the teacher--will extend into various content areas across the curriculum.</p>	<p>Teacher website for expectations and strategies</p> <p>Essential questions</p> <p>Partner protocols</p> <p>Online tutorials for PowerPoint and Prezi</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 8 (D) / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:31PM

Green Brook Township
Public Schools

Unit: Poetry (Week 34, 5 Weeks)

New Jersey Core Curriculum Standards

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

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.

- RL.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.

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

- 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.

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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

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.

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.

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.

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.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit

Students will read and discuss two poems each day, analyzing literary devices at work, synthesizing ideas from topics covered, and evaluating the artistic value of the poems.

Essential Questions

What constitutes poetry?
 How do poetic devices add to the artistry of poetry?
 How to both concept and form contribute to a poem's meaning and effect?
 How should one go about finding meaning in poetry?

Knowledge

Students will know that

- poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content)
- a range of factors contribute to a poem's artistic merit through reading and modeling of student/classic poet examples
- poetry contains a range of literary tropes (Figurative, Narrative, Lyrical, Biographical, and Haiku)
- literary tropes contribute to the meaning and effect of a poem

Skills

Students will be able to

- investigate and explain the meaning they find in poetry that they read through whole class/group questions and modeling poem's characteristics
- evaluate a poem's artistic qualities and explain their assessment
- identify literary tropes in the poetry they read
- explain how literary tropes contribute to the meaning and effect of a poem by presenting their poems to the class
- employ literary tropes in the composition of original poetry
- recognize significant quotes from poetry they have read and identify the titles from which the lines come and the poets who composed the poems.

Assessments

Objective Test

Summative: Written Test

Students are assessed on factual information on quotes, poems, terms and forms.

Poetry Form Investigation

Formative: Other written assessments

In groups of four, students investigate specific poetry forms. Findings are placed on the board, and all students record findings into their own notes.

Poetry Portfolio

Summative: Student Portfolio

Students write original poems and submit as a portfolio at the end of the unit.

<p>Poetry Project Summative: Personal Project Students choose lyric poetry and present music orally to class.</p>	
<p>Activities</p> <ul style="list-style-type: none"> • Discussion of Essential Questions • Read and analyze models of each type of poem: Narrative, Lyrical, Figurative, Biographical, Haiku, Concrete, Diamante • Identification of figurative language in poems • Creation of a poetry portfolio containing original works 	<p>Activities to Differentiate Instruction</p> <ul style="list-style-type: none"> • Teacher-constructed notes and graphic organizers • Modified test • Modified portfolio rubric • Diversified expectations for each type of poem written • Leveled poems
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p> <p>Pearson Literature Anthology Reader's Notebook Adapted Reader's Notebook Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open-Book Tests Unit Tests Benchmark Tests</p> <p> www.Poetry.org  www.pearsonsuccess.net</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 8 (D) / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:31PM

Green Brook Township
Public Schools

Unit: Comparing Fiction and Nonfiction (Week 1, 4 Weeks)

New Jersey Core Curriculum Standards

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

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.

- RL.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.

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

- 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.

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.

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.

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.

- 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.

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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.

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.

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).

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.

- 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.

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.
6. Assess how point of view or purpose shapes the content and style of a text.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- W.8.9b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

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.
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.

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
 - 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.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - 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.

Description of Unit	Essential Questions
This unit serves as an introduction to both fiction and nonfiction passages. Students will be introduced to the varying elements and structures of both types of stories, as well as to active reading strategies that will aid in comprehension.	<ol style="list-style-type: none"> 1. How do literary devices enhance the meaning of a story? 2. What applicability does literature have to real life? 3. How is reading for information different from reading a narrative?
Knowledge	Skills
Students will know <ol style="list-style-type: none"> 1. Literary terms for discussing fiction. 2. Literary terms for discussing nonfiction. 3. That active reading strategies aid in comprehension. 	Students will be able to <ol style="list-style-type: none"> A. Identify characters, plot, setting, point of view and theme in literature. B. Identify point of view and historical context in nonfiction.

- 4. The definitions of vocabulary and academic words in literature.
- 5. That video and graphic organizers add to experiencing literature.
- 6. Note-taking and question-answering strategies that aid comprehension.

- C. Utilize the active reading strategy of author’s purpose in literature.
- D. Use context clues to decode meaning of vocabulary words in literature.
- E. Use video and graphic organizers as a part of a literature study.
- F. Take notes and answer comprehension questions when reading.

Assessments

Big Question Discussion

Diagnostic: Other oral assessments

Students will be introduced to the Big Question and engage in a discussion to assess ideas they already have.

Critical Thinking Questions

Formative: Instructional/Assessment Focus

Students will answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups

Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.

Selection Tests

Summative: Written Test

Students are tested on their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.

Essay Response to Open Ended Questions

Formative: Extended Essay

Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project

Summative: Personal Project

Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.

Activities

Activities to Differentiate Instruction

<p>Exploring the Big Question Note-taking Reading and discussion of various fiction and informational texts Responding to Critical Thinking questions Responding to After-You-Read questions Writing about the Big Question Unit Project</p>	<p>Leveled short stories Leveled Selection Tests Reader's Notebook: Adapted Version Hear It! Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
	<p>Pearson Literature Anthology Reader's Notebook Adapted Reader's Notebook Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open Book Tests Unit Tests Benchmark Tests</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 8 (D) / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:31PM

Green Brook Township
Public Schools

Unit: Nonfiction Text Structure (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

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.

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.

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).

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.

- 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.

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.

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

- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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.

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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

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.

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.

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.

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.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.

- L.8.5b. Use the relationship between particular words to better understand each of the words.
 - L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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.

Description of Unit	Essential Questions
<p>This unit will focus on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and help the students develop the skills necessary to read for information and construct meaning from the text. A variety of materials used will include: newspaper and magazine articles, essays, biographies, autobiographies and short stories. Students will learn how to use the organizational elements in nonfiction text that will help support their comprehension.</p>	<p>How should a reader approach material when reading for information? How can identifying the type of text structure presented in the material be helpful to the reader? Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading using a writing technique.</p>
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1. to use background knowledge to make connections before, during, and after reading. 2. to preview reading material and make predictions. 3. to recognize when certain text is in different typeface (italics and bold) 4. how to identify a non-fiction cause and effect text structure. 5. how to identify a non-fiction problem-solution text structure 6. how to identify a non-fiction description text structure 7. how to identify order of events (sequence) text structure 8. how to identify a comparing and contrasting text structure 	<p>Students will be able to</p> <ol style="list-style-type: none"> A. make connections between their reading and their own life experiences (text to self), to what they know about life and events in the world (text to world) and to what they have read or studied in other texts (text to text). B. read the title, sub-topics, and text features (photographs, artwork, charts, labels, graphs) for information C. understand the important information being presented and how to use it for enhancing comprehension D. recognize cause and effect relationships E. recognize problem and solution relationships. F. recall the main idea and supporting details G. determine primary and secondary sources H. summarize information gleaned from reading I. graph a time line to identify order of events, characteristic traits, and first person point of view

	J. use a Venn Diagram to compare and contrast information
<p>Assessments</p>	
<p>Context Derived Vocabulary Summative: Written Test Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word’s correct meaning and use.</p> <p>Comprehension Quizzes Summative: Written Test For each type of text structure, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.</p> <p>Essay Responses to Open Ended Questions Formative: Other written assessments Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.</p>	
<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<p>Reading and Note-Taking Days: Review of Essential Questions Reading aloud/note-taking in pairs for each type of nonfiction text structure Sharing/discussion of notes and questions as a full class</p> <p>Additional Activities: Review of vocabulary lists and study guides Writing Workshop sessions for open-ended questions (essay responses)</p>	<p>Leveled informational texts Leveled Selection Tests Reader’s Notebook: Adapted Version Hear It! Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Structured activities between peers (class discussions, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and SmartBoard contributions (kinesthetic) allow for a variety of induction modes</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>Students will be utilizing text from various aspects of nonfiction, including both science and social studies. This will allow them to realize that the skills learned in Reading can and should be transferred to other content areas.</p>	<p>Pearson Literature Anthology Newspaper and magazine articles Leveled informational texts Leveled Selection Tests</p>

Reader's Notebook: Adapted Version
Hear It! Audio CD
Leveled Vocabulary Warm Ups
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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:32PM

Green Brook Township
Public Schools

Unit: Short Stories (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

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

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.

- RL.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.

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

- 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.

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.

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.

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.

- 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.

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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.
- W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d. Establish and maintain a formal style.
- W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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.

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.

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

<ul style="list-style-type: none"> • L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
Description of Unit	Essential Questions
<p>Students will be introduced to short stories, recognizing that they are brief works of fiction. They will realize that no two stories are identical, but that they all share some common elements.</p>	<p>What role do reading strategies play in reading comprehension? What applicability does literature have to real life? How can being a good reader improve one's life in other areas? How do literary devices enhance one's understanding of a story? How do the authors one reads engage one as a reader and what can one learn from them?</p>
Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"> • how to determine the literary elements of author's purpose and theme • how to identify the plot of a short story • how to identify point of view and setting in a short story • the types of conflict and how to identify them and their resolution • how to identify, prove, and explain character traits • how to identify and explain theme(s) in a short story • related vocabulary 	<p>Students will be able to</p> <ul style="list-style-type: none"> • present information to the class orally • graph the plot of a short story • identify and explain point of view and setting in a short story • define internal and external conflict and identify them and their resolutions in a short story • identify, prove, and explain character traits • identify and explain theme(s) in a short story • expand vocabulary by defining and studying new vocabulary words selected from a short story • acquire and use academic vocabulary
<u>Assessments</u>	
<p>Big Question Discussion Diagnostic: Other oral assessments Students will be introduced to the Big Question (Does every conflict have a winner) and engage in a discussion to assess the ideas they already have.</p> <p>Critical Thinking Questions Formative: Instructional/Assessment Focus</p>	

Students will answer comprehension questions about each story. While the questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups

Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.

Selection Tests

Summative: Written Test

Students are tested on their comprehension of the story read and discussed in class. Open-ended questions are included.

Essay Response to Open Ended Questions

Formative: Extended Essay

Students respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project

Summative: Personal Project

Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.

Activities	Activities to Differentiate Instruction
Exploring the Big Question Note-taking Reading and discussion of various short stories Responding to Critical Thinking questions Responding to After-You-Read questions Writing about the Big Question Unit Project	Leveled short stories Leveled Selection Tests Reader's Notebook: Adapted Version Hear It! Audio CD See It! Video DVD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes
Integrated/Cross-Disciplinary Instruction	Resources
Social Studies Connections: <ul style="list-style-type: none"> • The Middle East • Social mores of Japan • California Gold Rush 	Pearson Literature Anthology Reader's Notebook Adapted Reader's Notebook Teacher's Manual Teacher's Unit Resource Manuals

Science Connections:

- Man vs. Machine
- Ecosystems and survival
- Experimenting with IQ capacities

Selection Tests
Open-Book Tests
Unit Tests
Benchmark Tests
Pearson ExamView Test Bank CD-ROM

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 8 (D)** / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:32PM

Green Brook Township
Public Schools

Unit: Book-Length Fiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

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

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.

- RL.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.

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

- 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.

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.

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.

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.

- 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.

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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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.

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

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.

- SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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.

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

<ul style="list-style-type: none"> • L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context. • L.8.5b. Use the relationship between particular words to better understand each of the words. • L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	
<p>Description of Unit</p> <p>Students will read and discuss novels from an approved list of Core Standard Exemplars. Activities revolve around daily class reading. Students typically pair up in order to take detailed literary notes. Students then have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.</p>	<p>Essential Questions</p> <p>How and why do themes emerge from a work of fiction?</p> <p>How and why does an author’s likely point of view affect the crafting of a work of fiction?</p> <p>How do literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work?</p> <p>How is literature applicable to our lives?</p> <p>Why does a reader’s individual response to a novel provoke thought and growth?</p> <p>How does group discussion influence and individual’s response, thought, and growth?</p>
<p>Knowledge</p> <p>Students will know that:</p> <ul style="list-style-type: none"> • fiction reveals concepts and themes on literal and figurative levels. • literature may contain valuable hints as to an author’s purpose or point of view. • literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • literature is an expression and celebration of human nature and human interaction. • as individuals, we can grow as we engage with a text and analyze it. • the social act of literary discussion enhances not only the participants’ learning and growth with respect to one book 	<p>Skills</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • trace, analyze, and explain concepts and themes as they unfold in a work of literature. • evaluate a work of literature and explain an author’s likely purpose or point of view. • explain in discussion and in writing the ways in which literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • draw and analyze parallels between the nature of literary characters and concepts and those of real life. • analyze a text and synthesize concepts in spoken and written response to critical questions.

but also each individual's understanding of additional literature that they read on their own.

- apply insights revealed in group discussions to their own analysis of literature and express those insights verbally and in writing.

Assessments

Reading Exploration Sheets

Formative: Other written assessments

After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the thoughtfulness and thoroughness of these notes.

Literature Circles

Formative: Other oral assessments

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes

Summative: Written Test

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, plot elements, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test

Summative: Written Test

After reading for the novel has concluded, students must identify literary terms whose examples from the story are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)
-  [Assesment Rubrics for Self-Assessment, Peer Assessment, and Teacher Assessment](#)
-  [UbD The Giver Essential Questions.docx](#)

Activities	Activities to Differentiate Instruction
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of Essential Questions</p> <p>Classroom reading, note-taking, discussion</p> <p>Independent reading and note-taking</p> <p>Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel</p> <p>Investigation of cross-curricular connections</p> <p>Literature Circle discussions between small groups of peers</p> <p>Essay responses to open-ended questions with peer conferences to assist with composition and editing</p>	<p>Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.</p> <p>Structured activities between peers (Literature Circles, paired note-taking sessions, committee presentations) activate the social element of learning.</p> <p>Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>Teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts.</p>	<p>Teacher Website (for assignments and expectations)</p> <p>Pearson Prentice Hall <i>Literature</i>, Grade 8--connections to Big Questions in short fiction units</p>

Approved novels:

The Giver by Lois Lowry 760 L

Essential questions related to the texts.

Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.

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Last Updated: Wednesday, January 2, 2013, 1:29PM

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 8 (D) / **Grade 8 (District Middle Curriculum)**

Monday, August 26, 2013, 1:33PM

Green Brook Township
Public Schools

Unit: Book-Length Nonfiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 8, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
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- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

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.

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.

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).

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.

- 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.

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.

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

- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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.

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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

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.
- W.8.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- 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.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

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.
- SL.8.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.8.2c .Spell correctly.

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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- L.8.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- L.8.5b. Use the relationship between particular words to better understand each of the words.
- L.8.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit	Essential Questions
<p>Students will read and discuss works of book-length nonfiction. Activities revolve around daily class reading. Students typically pair up in order to take detailed literary notes. Students have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.</p>	<p>How do extended works of nonfiction organize information around central ideas?</p> <p>How can real-life people in a nonfiction work be similar in their transformations to literary characters?</p> <p>Why do some works of nonfiction carry more informational authority than others?</p> <p>Why does a reader's individual response to a work of literary nonfiction provoke thought and growth?</p> <p>How does group discussion influence and individual's response, thought, and growth?</p>
Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> • information in a work of extended nonfiction supports a central idea. • individuals, events, and concepts develop and interact throughout a nonfiction text. • works of nonfiction vary in their credibility and authority. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze and explain the conceptual structure of a work of nonfiction with respect to its central ideas and its author's likely intent. • trace and evaluate the development of events and arguments in a work of nonfiction.

- as individuals, we can grow as we engage with a text and analyze it.
- the social act of literary discussion enhances not only the participants' learning and growth with respect to one book but also each individual's understanding of additional literature that they read on their own.

- assess the validity of information and the persuasiveness of arguments presented in a work of nonfiction.
- analyze a text and synthesize concepts in spoken and written response to critical questions.
- apply insights revealed in group discussions to their own analysis of literature and express those insights verbally and in writing.

Assessments

Reading Exploration Sheets

Formative: Other written assessments

After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the thoughtfulness and thoroughness of these notes.

Literature Circles

Formative: Other oral assessments

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes

Summative: Written Test

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test
Summative: Written Test

After reading for the text has concluded, students must identify literary terms whose examples from the story are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)
-  [Assesment Rubrics for Self-Assessment, Peer Assessment, and Teacher Assessment](#)

Activities	Activities to Differentiate Instruction
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of Essential Questions</p> <p>Classroom reading, note-taking, discussion</p> <p>Independent reading and note-taking</p> <p>Deep inquiry into vocabulary, literary devices, social/cultural influences, and text structure in the text</p> <p>Investigation of cross-curricular connections</p> <p>Literature Circle discussions between small groups of peers</p> <p>Vocabulary assessments</p> <p>Essay responses to open-ended questions with peer conferences to assist with composition and editing</p>	<p>Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.</p> <p>Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.</p> <p>Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.</p>
Integrated/Cross-Disciplinary Instruction	Resources

Teachers (or the Connections Committee, for teachers who set up Literature Symposium Committees) may wish to include investigations of various cross-curricular topics that come up in connection with the texts covered this year.

Teacher Website (for assignments and expectations)

Pearson Prentice Hall *Literature*, Grade 8--Unit 3 Introduction

Approved book-length works of literary nonfiction:

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself* 1160L

Wiesel, Elie. *Night*. 1140L

Essential questions related to the texts.

Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.

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