



## Unit Calendar 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:43PM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																														
<b>Unit:</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
<u>Grammar Blitz, Part I--Parts of Speech</u>	■																																							
<u>Grammar Blitz, Part II--Sentences</u>	■																																							
<u>Grammar Blitz, Part III--Punctuation</u>		■																																						
<u>Grammar Blitz, Part IV--Capitalization</u>		■																																						
<u>Research Paper</u>																																								
<u>Writing Workshop</u>																																								
<u>Speaking and Presentation</u>																																								
<u>Comparing Fiction and Nonfiction</u>																																								
<u>Nonfiction Text Structure</u>																																								
<u>Short Stories</u>																																								
<u>Book-Length Fiction</u>																																								
<u>Book-Length Nonfiction</u>																																								
<u>Poetry</u>																																								

Last Updated: Sunday, January 6, 2013, 9:41PM



## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:44PM

Green Brook Township  
Public Schools

**Unit:** Grammar Blitz, Part I--Parts of Speech (Week 1, 1 Week)

### 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.

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)

**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.8.1b. 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.

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.

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.

**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.

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.
- L.8.3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>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.</p> <p>This is a heavily abridged version of corresponding units in the curricula for grades 6 and 7. The unit does, however, remain thorough enough for students who are new to the school and do not have the benefit of the previous year's more intensive coverage.</p> <p>The Grammar Blitz units provide for an expedient review of the grammar topics most important to students' writing skills. This enables students to spend more of the year working on their various Writing Workshop projects.</p> <p>Teachers may wish to employ a format in which instruction and activities are conceived and driven by students, in consultation with the teacher. For example for the four Grammar Blitz units, a class can be divided into four groups, each presenting instructions and activities for one unit. The teacher administers assessments, additional instruction, and follow-up assessments as needed.</p>	<p>How are the eight parts of speech distinct from each other, and how do they interrelate?</p> <p>How does context determine the function of a word and thus its part of speech?</p> <p>Why does varying a word's context sometimes alter its function?</p>

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>-all words fall into at least one category of the eight parts of speech.</li> <li>-words have different functions that vary with context, their interrelations with other words, and in different modes of speaking and writing.</li> <li>-sentences can be manipulated in order to make a single word function as different parts of speech.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-identify the eight parts of speech and classify words into them.</li> <li>-identify the varying parts of speech of single words as they appear in different contexts.</li> <li>-analyze a word in various contexts and explain how it changes its part of speech.</li> <li>-manipulate sentences in order to make a single word function as different parts of speech.</li> </ul>
<p><b><u>Assessments</u></b></p>	
<p><b>Parts of Speech Pretest</b>  <b>Diagnostic: Written Test</b>  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><b>Unit Test</b>  <b>Summative: Written Test</b>  This test requires students to recall the list of all eight parts of speech (knowledge); to identify the part of speech of words underlined in sentences (comprehension/analysis); and to know that 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).</p> <p><b>Group Presentation (if teacher chooses)</b>  <b>Formative: Oral Report</b>  Working in groups, students prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher provides parallel objective assessment in the form of quizzes in advance of an objective unit test.</p> <p>This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.</p> <p><b>Test: Verbs, Verbals, Mood, and Voice</b>  <b>Summative: Written Test</b>  Students demonstrate solid understanding of verbals (infinitives, participles, and gerunds), mood (indicative, subjunctive, and imperative), and voice (active and passive).</p>	

-  [UbD Parts of Speech Presentation Self-Assessment.docx](#)
-  [UbD Parts of Speech Presentation Audience Review.docx](#)
-  [UbD Parts of Speech Presentation Teacher Review.docx](#)
-  [UbD Parts of Speech PRETEST.doc](#)
-  [UbD Parts of Speech NVA Quiz 6 HONORS.doc](#)
-  [UbD Parts of Speech Quiz AdvPro 6 Honors.doc](#)
-  [UbD Parts of Speech Quiz PCI 6 Honors.doc](#)
-  [UbD Parts of Speech Test 6 HONORS.doc](#)

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of essential questions</p> <p>Daily SmartBoard warm-up activities</p> <p>Teacher or peer-group presentation of concepts, examples, and contexts for each part of speech</p> <p>Peer study groups</p> <p>Student-generated exercises for each critical stage of the unit (nouns, verbs, and adjectives; adverbs and pronouns; prepositions, conjunctions, and interjections)</p> <p>Peer-generated challenge assessments</p> <p>Students' self-assessment of learning and peer assessment of growth</p>	<p>Students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following:</p> <p>Visual: Schoolhouse Rock videos, handouts, flash cards, practice test</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer groupings, handouts, reviews</p> <p>Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate technique</p>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<p>None for this unit.</p> <p> <a href="#">Dionysus Thrax</a></p>	<p><b>Teacher, Student, and Parent Resources</b></p> <p>Individual handouts for each of the eight parts of speech</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p>

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall *Writing Coach ExamView* CD-ROM

Youtube  
links for Schoolhouse Rock:

Nouns  <http://www.youtube.com/watch?v=Sy72OPgdVuA>

Verbs  <http://www.youtube.com/watch?v=wn0WEuH4mF4>

Adjectives  [http://www.youtube.com/watch?v=NkuuZEey\\_bs](http://www.youtube.com/watch?v=NkuuZEey_bs)

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)

Additional resources generated by students  
and distributed during their group presentations

*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

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

Tuesday, August 27, 2013, 4:44PM

Green Brook Township  
Public Schools

**Unit:** Grammar Blitz, Part II--Sentences (Week 2, 1 Week)

### 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.

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)

### **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.8.1b. 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.

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.

#### 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.

### **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.

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.

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>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.</p> <p>This is a heavily abridged version of corresponding units in the curricula for grades 6 and 7. The unit does, however, remain thorough enough for students who are new to the school and do not have the benefit of the previous year's more intensive coverage.</p> <p>The Grammar Blitz units provide for an expedient review of the grammar topics most important to students' writing skills. This enables students to spend more of the year working on their various Writing Workshop projects.</p> <p>Teachers may wish to employ a format in which instruction and activities are conceived and driven by students, in consultation with the teacher. For example for the four Grammar Blitz units, a class can be divided into four groups, each presenting instructions and activities for one unit. The teacher administers assessments, additional instruction, and follow-up assessments as needed.</p>	<p>How do the different modes of sentence differ from each other?</p> <p>How do different sentence elements contribute to the meaning of a sentence?</p> <p>How can sentences be configured to become distinct types of sentences?</p> <p>How do different types of sentences in context affect one's writing?</p>
<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p>	<p>Students will be able to:</p>

- sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory.
- sentences are composed of clauses, which themselves have subjects, verbs, and various other elements.
- different configurations of elements yield different types of sentences.
- coordinating and subordinating conjunctions can determine whether a clause is dependent or independent.
- effective writing requires sentences of varying lengths and types.

- identify declarative, interrogative, imperative, and exclamatory sentences.
- identify various elements in a sentence (subject, verb, etc.).
- distinguish between simple, compound, complex, and compound-complex sentences.
- manipulate clauses and conjunctions in order to change sentences from one type to another.
- explain the necessity of the writing guideline that states a paragraph should have no more than two simple sentences.

**Assessments**

**Parts of Speech Pretest**

**Diagnostic: Written Test**

This initial assessment reveals the understanding the student already has with regard to sentence modes, clauses, sentence components, and configurations like simple, compound, and complex sentences.

**Unit Test**

**Summative: Written Test**

This test requires students to identify declarative, interrogative, exclamatory, and imperative sentences and to recognize and identify independent and dependent clauses, coordinating and subordinating conjunctions, and simple, compound, and complex sentences.

**Group Presentation (if teacher chooses)**

**Formative: Oral Report**

Working in groups, students prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher provides parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student’s assessment of his or her contribution to the group presentation; the class’s assessment of each presentation; and the teacher’s assessment of each presentation. Forms for all three of these appear as document links to this unit.

**Activities**

Possible classroom activities may include, but are not limited to, the following:

**Activities to Differentiate Instruction**

Students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences.

Daily review of essential questions

Daily SmartBoard warm-up activities

Teacher or peer-group presentation of concepts, examples, and contexts for each part of speech

Peer study groups and discussions

Peer-generated challenge assessments

Students' self-assessment of learning and peer assessment of growth

Peer instruction may include, but not be limited to, the following:

Visual/Kinesthetic: SmartBoard activities

Struggling learners: peer groupings, handouts, reviews

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

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
None for this unit.	<p><b>Teacher, Student, and Parent Resources</b></p> <p>Note packet for Understanding Sentences</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 <i>Writing Coach 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>Additional resources generated by students and distributed during their group presentations</p> <p><i>The Writer's Craft</i> (the grammar textbook whose content was the basis for the former grammar curriculum, and whose</p>

organization and information are highly compatible with this unit)

 [UbD Understanding Sentences Notes.doc](#)

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:44PM

Green Brook Township  
Public Schools

**Unit:** Grammar Blitz, Part III--Punctuation (Week 3, 1 Week)

### 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.

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)

### **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.8.1b. 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.

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.

#### 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.

### **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.
  - L.8.2b. Use an ellipsis to indicate an omission.

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.

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>Students will demonstrate the proper use of the various forms of punctuation in a variety of contexts.</p> <p>This 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). 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.</p> <p>Quotation marks are covered in lessons regarding dialogue in narrative writing; therefore, they are not covered in this unit.</p> <p>This is a heavily abridged version of corresponding units in the curricula for grades 6 and 7. The unit does, however, remain thorough enough for students who are new to the school and do not have the benefit of the previous year's more intensive coverage.</p> <p>The Grammar Blitz unit provides for an expedient review of the grammar topics most important to students' writing skills.</p>	<p>How is punctuation used?</p> <p>How does punctuation ensure clarity of meaning and correctness of format?</p> <p>How does the proper use of punctuation improve one's writing?</p> <p>How can practice and observation make punctuation easier?</p>

This enables students to spend more of the year working on their various Writing Workshop projects.

Teachers may wish to employ a format in which instruction and activities are conceived and driven by students, in consultation with the teacher. For example for the four Grammar Blitz units, a class can be divided into four groups, each presenting instructions and activities for one unit. The teacher administers assessments, additional instruction, and follow-up assessments as needed.

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>-punctuation has specific functions for ensuring clarity in sentences.</li> <li>-punctuation is used to format many conventional constructions.</li> <li>-correct punctuation facilitates effective writing.</li> <li>-commas, dashes, and ellipses can be used to indicate a break.</li> <li>-an ellipsis can be used to indicate an omission.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons.</li> <li>-format conventional constructions such as clauses, sentences, and series using applicable punctuation.</li> <li>-use commas, dashes, and ellipses to indicate a break.</li> <li>-use an ellipsis to indicate an omission.</li> </ul>
<p><b><u>Assessments</u></b></p> <p><b>Parts of Speech Pretest</b>  <b>Diagnostic: Written Test</b>                      This initial assessment reveals the understanding the student already has with regard to the uses of various forms of punctuation.</p> <p><b>Unit Test</b>  <b>Summative: Written Test</b>                      This test requires students to apply various forms of punctuation to challenging contexts.</p> <p><b>Group Presentation (if teacher chooses)</b>  <b>Formative: Oral Report</b></p>	

Working in groups, students prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher provides parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student's assessment of his or her contribution to the group presentation; the class's assessment of each presentation; and the teacher's assessment of each presentation. Forms for all three of these appear as document links to this unit.

<p><b>Activities</b></p>	<p><b>Activities to Differentiate Instruction</b></p>
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of essential questions</p> <p>Daily SmartBoard warm-up activities</p> <p>Teacher or peer-group presentation of concepts, examples, and contexts for all forms of punctuation</p> <p>Peer study groups and discussions</p> <p>Peer-generated challenge assessments</p> <p>Students' self-assessment of learning and peer assessment of growth</p>	<p>Teachers may choose to have students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following:</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer groupings, handouts, reviews</p> <p>Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques</p>
<p><b>Integrated/Cross-Disciplinary Instruction</b></p>	<p><b>Resources</b></p>
<p>None for this unit.</p>	<p><b>Teacher, Student, and Parent Resources</b></p> <p>Note packets for punctuation</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 <i>Writing Coach ExamView</i> CD-ROM</p> <p>Practice quizzes</p>

Practice test

Student-generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Additional resources generated by students  
and distributed during their group presentations

*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)

 [UbD Punctuation Notes Apostrophes Hyphens.doc](#)

 [UbD Punctuation Notes Commas.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

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

Tuesday, August 27, 2013, 4:45PM

Green Brook Township  
Public Schools

**Unit:** Grammar Blitz, Part IV--Capitalization (Week 4, 1 Week)

### 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.

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)

**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.8.1b. 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.

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.

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.

**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.

<p><b>Description of Unit</b></p>	<p><b>Essential Questions</b></p>
<p>Students will practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing.</p> <p>This is a heavily abridged version of corresponding units in the curricula for grades 6 and 7. The unit does, however, remain thorough enough for students who are new to the school and do not have the benefit of the previous year's more intensive coverage.</p> <p>The Grammar Blitz units provide for an expedient review of the grammar topics most important to students' writing skills. This enables students to spend more of the year working on their various Writing Workshop projects.</p> <p>Teachers may wish to employ a format in which instruction and activities are conceived and driven by students, in consultation with the teacher. For example for the four Grammar Blitz units, a class can be divided into four groups, each presenting instructions and activities for one unit. The teacher administers assessments, additional instruction, and follow-up assessments as needed.</p>	<p>How do conventional rules apply to capitalization?</p> <p>Why does following standard conventions makes writing more authoritative?</p>
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>-the rules for capitalization as they apply to initial words, salutations and closings of letters, and miscellaneous categories of words.</li> <li>-the rules for capitalization as they apply to various categories of proper nouns and adjectives.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.</li> <li>-capitalize the various categories of proper nouns and adjectives.</li> </ul>
<p><b>Assessments</b></p>	
<p><b>Unit Pretest</b></p>	

**Diagnostic: Written Test**

This initial assessment reveals the understanding the student has with regard to the conventions of capitalization.

**Unit Test**

**Summative: Written Test**

This test requires students to demonstrate all skills related to capitalization.

**Group Presentation (if teacher chooses)**

**Formative: Oral Report**

Working in groups, students prepare a presentation for instruction and assessment on the topic of one of the eight parts of speech. The teacher provides parallel objective assessment in the form of quizzes in advance of an objective unit test.

This assessment could include three tiers: the student’s assessment of his or her contribution to the group presentation; the class’s assessment of each presentation; and the teacher’s assessment of each presentation. Forms for all three of these appear as document links to this unit.

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p>Possible classroom activities may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Daily review of essential questions</li> <li>Daily SmartBoard warm-up activities</li> <li>Teacher or peer-group presentation of concepts, examples, and contexts for capitalization</li> <li>Peer study groups and discussions</li> <li>Peer-generated challenge assessments</li> <li>Students’ self-assessment of learning and peer assessment of growth</li> </ul>	<p>Teachers may choose to have students work collaboratively to prepare an instructional presentation on the part of speech assigned to their particular group. This involves a variety of personal and peer influences. Peer instruction may include, but not be limited to, the following:</p> <ul style="list-style-type: none"> <li>Visual/Kinesthetic: Smart Board activities</li> <li>Struggling learners: peer groupings, handouts, reviews</li> <li>Advanced students: peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<p>None for this unit.</p>	<p><b>Teacher, Student, and Parent Resources</b></p> <p>Note packets for capitalization</p>

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)

Additional resources generated by students  
and distributed during their group presentations

*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)

 [UbD Capitalization Notes.doc](#)

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:45PM

Green Brook Township  
Public Schools

**Unit:** Research Paper (Week 18, 3 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)

#### **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.

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.

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**

Concurrent with Cycle 2 of the Writing Workshop, this project will focus on developing research and writing skills for an informational report. Teachers may choose (or offer the students the choice) to apply the research model to either an argumentative writing topic or an informative writing topic from Cycle 2.

The writer will provide information or inform the reader of a specific topic. Students will implement steps of writing a research report, which include choosing 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.

**Essential Questions**

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

How can we 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?

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.

Students must present their papers to their class as would university academics at a conference. Additionally, they must respond to questions from their peers and provide a verbal defense of their papers' findings.

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

-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 submit a research question and an explanation of 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 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 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 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 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 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 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 continue to revise and refine their work in consultation with their peers and the teacher.

**Presentation and Defense**

**Summative: Oral Report**

After submitting their research papers, students present and defend their ideas to their peers in a setting similar to a university academic conference. Students will have read each other's papers in advance, and will be prepared with pertinent questions and comments.

Teachers may choose to divide the class into groups that will then conduct mini-conferences.

Students will be assessed on the degree of authority and knowledge they appear to have on their research topics based on their responses to questions and comments posed by their peers.

**Activities**

Project orientation, including explanation of objectives, activities, sequence, and schedule

Consultation period with the Media Specialist in the GBMS Media Center

Class discussions, examples, and handouts related to each phase of assessment

Peer conferences and teacher consultation with individual students at all phases of the project

Submission and assessment of each task for assessment: research question, source list, thesis, outline, note cards, first draft, and final draft

Additional Concepts and Instruction:

Advanced instruction and examples illustrating the concept of voice

Advanced instruction and examples illustrating the concepts of mood and tone, targeting both to the topic and the audience

**Activities to Differentiate Instruction**

Students have the option of using formatting and documentation styles other than MLA (such as APA or Chicago).

Students may complete PowerPoint presentations as companions to the final paper.

Peer conferences and reviews at all stages of the project enable students of varying abilities to learn from and to assist each other.

Students who generate their own research questions and topics tailor their work to their interests and abilities.

Advanced investigation of style standards (including concepts from Strunk and White's *The Elements of Style*) for further refinement of writing conventions

Profile of editorial and publication standards and formats other than MLA (e.g., APA and Chicago)

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<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 <i>Writing Coach ExamView</i> CD-ROM</p> <p> <a href="http://www.ttms.org/writing_quality/voice.htm">http://www.ttms.org/writing_quality/voice.htm</a> (for advanced instruction in the concept of voice in writing)</p> <p> <a href="http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/ton-and-mood/">http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/ton-and-mood/</a> (for advanced lessons on mood and tone in writing)</p> <p>Strunk, William, Jr. and E. B. White. <i>The Elements of Style</i>, Fourth Edition. New York: Longman, 1999.</p> <p> <a href="http://www.apastyle.org/">http://www.apastyle.org/</a> (manuscript guidelines for the American Psychological Association)</p>

 <http://www.chicagomanualofstyle.org/home.html>  
(manuscript guidelines for Chicago-style formatting)

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:45PM

Green Brook Township  
Public Schools

**Unit:** Writing Workshop (Week 5, 30 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.

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.

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.

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.
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.
- 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)

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>Students will engage in daily writing in a variety of modes—narrative, expository, persuasive, confessional, and creative.</p> <p>NOTE: Open-ended questions pertaining to literature require responses that incorporate many of the principles and skills that students learn in Writing Workshop. Indeed, students apply the Writing Workshop model throughout the school year as they write responses to literature-related questions. Instruction and activities related to writing about literature, however, are not included in this unit, but appear prominently in units related to literature.</p>	<p>How do higher-order thinking skills improve and enhance one's writing?                      How can one incorporate non-literal elements into one's writing?                      How do conventions and techniques vary between modes of writing?                      Why do neatness, organization, skills, tone, and voice all make an impression on a reader?                      How can one make a personal investment in what one writes and make it truly meaningful to oneself?</p>
<b>Knowledge</b>	<b>Skills</b>
<p><b>Key Words:</b> prewriting, composition, proofreading, critiquing, peer-review, revising, editing, self-assessment, argumentative/persuasive writing, personal essay, informative writing, narrative writing, creative writing, writing for enjoyment</p>	<p><b>ELECTIVE PROJECTS</b></p> <p>Students will be able to:                      -derive enjoyment from writing.                      -use writing as an activity that assists them in pursuing their interests.</p>

## **ELECTIVE PROJECTS**

Students will know:

- that writing can be more than merely a classroom task.
- that written passages can reflect and enhance the interests and aspirations of the writer.
- that the conventions of writing need not confine a writer; that these conventions can assist and enrich the process.
- the advantages and intrinsic rewards that come from genuine engagement with a writing task.

## **ARGUMENTATIVE AND PERSUASIVE ESSAYS**

Students will know:

- 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.
- 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 advantages and benefits of peer review.

- apply techniques and conventions appropriate to each mode of writing, to their own developing styles, and to various audiences.
- take a true stake in what they write, make personal connections to their topics, internalize high personal standards for their writing, and demonstrate an intrinsic motivation to put forth their best work.

## **ARGUMENTATIVE AND PERSUASIVE ESSAYS**

Students will be able to:

- 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.
- 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.
- engage in and benefit from peer review when they have the opportunity.

## **PERSONAL ESSAYS**

Students will be able to:

- 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 compelling essay.
- develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice.
- 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.

### **PERSONAL ESSAYS**

Students will know:

- the essential structure and organization of a personal essay.
- the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling and interesting essay.
- advanced strategies that ensure proper style, tone, and voice.
- 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.
- strategies to assess objectively the effect on one's subjective written experiences on a reader.
- the advantages and benefits of peer review.

### **INFORMATIVE WRITING**

Students will know:

- the essential structure and organization of an informative essay or research paper.
- 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.
- a list of transition words and phrases and places where such words and phrases are helpful.
- strategies and resources for conducting research on a variety of topics.
- indicators of relevance and reliability in research sources.

- engage in and benefit from peer review when they have the opportunity.

### **INFORMATIVE WRITING**

Students will be able to:

- structure and organize an essay or research project in a manner that effectively and clearly conveys information.
- 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.
- use transition words and phrases in places where such words and phrases are helpful.
- draw information from a wide variety of text and digital sources.
- assess the relevance and validity of information they find in their research.
- evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves.
- engage in and benefit from peer review when they have the opportunity.

### **NARRATIVE WRITING**

Students will be able to:

- structure and organize a story in a manner that effectively and artfully moves the reader.
- 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 tropes in original and creative ways.
- 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.
- engage in and benefit from peer review when they have the opportunity.

- that critical analysis of their ideas and their written product is essential to the composition of an informative piece of writing.
- the advantages and benefits of peer review.

### **NARRATIVE WRITING**

Students will know:

- the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader.
- the essential structure and organization of a story.
- advanced strategies that enhance creative style, tone, dialogue, and voice.
- a list of literary devices that can impart figurative flair to a story.
- 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.
- the advantages and benefits of peer review.

### **Assessments**

#### **Elective Projects, Cycles 1, 2, and 3**

##### **Formative: Personal Project**

For each of the three Writing Workshop cycles, the elective project is the first category of writing addressed. Students receive a wide array of ideas from the teacher and from each other. In consultation with their peers and the teacher, each student formulates an idea, proposes a project, and works at his or her pace.

Often, these projects take the form of something that cannot be completed within a two-week time frame. The assessment in such a case would be formative. Depending on the type of project, students may choose to continue working on the same projects in Cycles 2 and 3.

##### **Argumentative/Persuasive Essay, Cycles 1, 2, 3**

**Summative: Extended Essay**

For each of the three Writing Workshop cycles, argumentative and persuasive essays are the second category of writing included.

During each cycle, three 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 chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

**Personal Essay, Cycles 1, 2, 3  
Extended Essay**

For each of the three Writing Workshop cycles, personal essays are the third category of writing addressed.

During each cycle, three personal essays are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

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

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

**Informative Essay, Cycles 1, 2, 3  
Summative: Extended Essay**

For each of the three Writing Workshop cycles, informative essays are the fourth category of writing included.

During each cycle, three informative 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 chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

**Narrative Writing, Cycles 1, 2, 3**  
**Narrative Writing Assignment**

For each of the three Writing Workshop cycles, narrative pieces are the final category of writing addressed.

During each cycle, 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 chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

-  [UbD Writing Workshop Elective Rubric.doc](#)
-  [UbD Writing Workshop Essay Rubric.doc](#)
-  [UbD Writing Workshop Narrative Rubric.doc](#)

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p><u>During the Writing Workshop Orientation:</u></p> <p>Students receive, read, and discuss the Style Guidelines.</p> <p>The teacher explains the general scheme of the year’s three Writing Workshop Cycles and how each writing category is addressed in each Cycle.</p> <p>The teacher explains the daily class scheme: 1) Technical notes/student questions; 2) Writing and conferences; 3) Class discussion of emerging concerns and challenges.</p> <p><u>At the Beginning of Each Category in Cycle 1:</u></p> <p>Students review and discuss the Style Guidelines.</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 instructional strategies.</p> <p>Instruction and activities take place in three cycles, providing continuous review and practice throughout the year.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p>

Students receive guides and samples for the current category of writing. After a class discussion of these materials, students work in their Literature Circle groups in order to discuss the writing assignments for the category. They list and discuss among themselves questions, concerns, and salient challenges. Each group has an opportunity to present these items to the class at large. The teacher facilitates both small- and large-group discussions.

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

Students receive a deadline for the writing assignment(s) related to the current category.

At the Beginning of Each Category in Cycles 2 and 3:

Students review and discuss the Style Guidelines.

Students review their guides and samples for the current category of writing. *They also review their work from the previous cycles.* After a class discussion of these materials, students assemble into Literature Circle groups in order to discuss the writing assignments for the category. They list and discuss among themselves questions, concerns, and salient challenges. *Students also determine individually what priorities they have for improvement over their work in the last cycle.* Each group has an opportunity to present these items to the class at large. The teacher facilitates both small- and large-group discussions.

Students receive a deadline for the writing assignment(s) related to the current category.

Additional Concepts and Instruction:

Advanced writing topics and prompts

Advanced instruction and examples illustrating the concept of voice in various modes of writing

Advanced instruction and examples illustrating the concepts of mood and tone, targeting both to the topic and the audience

Advanced instruction and examples illustrating the fusion of different writing modes, as in narrative and personal

Advanced peer investigation into the literature and reading that influences each student's writing

Advanced investigation of style standards (including concepts from Strunk and White's *The Elements of Style*) for further refinement of writing conventions

Profile of editorial and publication standards and formats other than MLA (e.g., APA and Chicago)

Investigation into editorial and publication history, illustrating the emergence of modern conventions in writing

#### Daily Activities

Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.

Writing and conferences: students 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.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<p>Argumentative/persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and science.</p> <p>Personal essay topics include the interpretation of famous quotes from notable figures in the fields of arts and science, as well as from famous historical people.</p> <p>Informative essay topics draw from a range of content areas, particularly environmental science and statistics.</p> <p>Elective projects permit students the freedom to investigate interests across the curriculum.</p> <p>Editorial and literary history (social studies/world language)</p> <p>Academic/technical composition and publication examples (mathematics/science)</p> <p>Scripts, typography, and evolutionary alphabets (world language)</p>	<p>Style Guidelines</p> <p>Writing guides, samples, and assessment rubrics for the following categories of writing:</p> <ul style="list-style-type: none"> <li>Elective Project</li> <li>Argumentative/Persuasive Essays</li> <li>Personal Essays</li> <li>Informative Essays</li> <li>Narrative Writing</li> </ul> <p>Teacher Website (for assignments, due dates, and expectations)</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 <i>Writing Coach ExamView</i> CD-ROM</p> <p> <a href="http://www.ttms.org/writing_quality/voice.htm">http://www.ttms.org/writing_quality/voice.htm</a> (for advanced instruction in the concept of voice in writing)</p> <p> <a href="http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/">http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/</a> (for advanced lessons on mood and tone in writing)</p> <p>Strunk, William, Jr. and E. B. White. <i>The Elements of Style</i>, Fourth Edition. New York: Longman, 1999.</p> <p> <a href="http://www.apastyle.org/">http://www.apastyle.org/</a> (manuscript guidelines for the American Psychological Association)</p> <p> <a href="http://www.chicagomanualofstyle.org/home.html">http://www.chicagomanualofstyle.org/home.html</a> (manuscript guidelines for Chicago-style formatting)</p> <p> <a href="http://writing.colostate.edu/guides/processes/onlinepub/pop2a.cfm">http://writing.colostate.edu/guides/processes/onlinepub/pop2a.cfm</a> (history of publishing)</p>



<http://www.pointlessart.com/education/loyalist/typetalk/garamond/history.html>  
(history of typography)

-  [UbD Writing Workshop Style Guidelines.doc](#)
-  [UbD Writing Workshop Elective Guide.doc](#)
-  [UbD Writing Workshop Persuasive Guide.doc](#)
-  [UbD Writing Workshop Personal Guide 1.doc](#)
-  [UbD Writing Workshop Personal Guide 2.doc](#)
-  [UbD Writing Workshop Informative Guide.doc](#)
-  [UbD Writing Workshop Narrative Guide.doc](#)

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:46PM



### Unit: Speaking and Presentation (Week 35, 3 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

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

Grade 8 presentations go beyond explanation and emphasize analysis. After explaining their topics, students 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.

This unit for the Gifted and Talented class is similar to that of the general grade 8 classes, but it has the added emphasis of more detailed attribution of researched information back to its sources. The final frame of the digital component of the presentation (often PowerPoint or Prezi) will display a list of sources formatted to MLA guidelines. Moreover, all sources must be authoritative, valid, and credible against criteria that will be discussed in class. This academic enhancement challenges gifted and talented students and further reinforces the research and discernment skills that will become increasingly important in their studies.

One additional component to the presentation will involve a short question-and-answer session between presenters and their audience. This poses a particular challenge in that the topics of an informative presentation may invite questions beyond the presenters' knowledge. Students will learn not so much to ask questions and provide answers about specific facts, but to raise queries related to broad principles and critical thinking. Presenters can simply refer people to their research resources for factual information. When broader implications come into the discussion, however, students must rise to the challenge of synthesizing connections between the topics of their presentations and salient issues of today.

How does public speaking enhance one's work as a student and a professional?

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 help with clarity?

How can one overcome nervousness when speaking in public?

Why are credible, authoritative sources necessary to inform a meaningful presentation?

For example, an audience member may ask a presenter a question related to a presentation on hip-hop music. If the question were factual, such as, "Who recorded the first hip-hop song?", the presenter could simply refer the asker to a resource on the reference list at the end of the presentation--if he or she did not know the answer to the question. Audience members will be trained, however, to ask more abstract questions, such as, "Why has hip-hop music become so common in so many places, becoming parts of TV commercials and movie soundtracks?" Presenters, then, have to draw associations between what they know about hip-hop, media, and cultural tastes in order to put forth a credible answer.

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>-collaborative public speaking is integral to the 21<sup>st</sup>-century professional workplace.</li> <li>-the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent.</li> <li>-intonation and body language have an impact on how well a message comes across.</li> <li>-multimedia and research components make a presentation more authoritative.</li> <li>-preparation and practice help with clarity and the mitigation of nervous habits.</li> <li>-research sources have varying degrees of credibility and value.</li> <li>-it is necessary to evaluate and choose truly informative and reliable sources.</li> <li>-their presentation topics have connections to society and the larger world.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-collaborate with others to prepare and present speeches on a variety of topics in front of classmates.</li> <li>-sequence arguments, claims, and facts in a logical and coherent manner.</li> <li>-use proper intonation and body language.</li> <li>-include multimedia and research components effectively in a spoken presentation.</li> <li>-prepare and practice in order to present clearly and effectively.</li> <li>-evaluate and choose truly informative and reliable sources.</li> <li>-connect their presentation topics to society and the larger world.</li> </ul>
<p><b><u>Assessments</u></b></p>	
<p><b>Speaking and Presentation Self-Assessment</b>  <b>Summative: Self Assessment</b></p> <p><b>Speaking and Presentation Peer Review</b>  <b>Summative: Other written assessments</b></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.

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](#)

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<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 and advanced learners: peer pairings</p> <p>Socially anxious/impaired students: peer pairings deflect a portion of the focus</p>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<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>

Online tutorials for PowerPoint and Prezi

MLA website for documentation format

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:46PM

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**

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.

Students identify various genres of fiction and nonfiction, comparing and contrasting the characteristics from category to others. Their commentary takes the form of large-group discussions, Literature Circles, and essay-length responses to open-ended questions.

**Essential Questions**

- How do literary devices enhance the meaning of a story?
- What are the basic genres of both fiction and nonfiction, and how are they distinct from each other?
- What applicability does literature have to real life?
- How is reading for information different from reading a narrative?

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know:</p> <ul style="list-style-type: none"> <li>-literary terms for discussing fiction.</li> <li>-literary terms for discussing nonfiction.</li> <li>-that active reading strategies aid in comprehension.</li> <li>-the basic genres of literature (short fiction, novellas, novels, personal essays, biography, historical narrative, etc.) and their distinguishing characteristics.</li> <li>-the definitions of vocabulary and academic words in literature.</li> <li>-that video and graphic organizers add to experiencing literature.</li> <li>-note-taking and question-answering strategies that aid comprehension.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-identify characters, plot, setting, point of view and theme in literature.</li> <li>-identify point of view and historical context in nonfiction.</li> <li>-explain elements and features that are common to various genres as well as those that are distinct to single genres.</li> <li>-utilize the active reading strategy of author’s purpose in literature.</li> <li>-use context clues to decode meaning of vocabulary words in literature.</li> <li>-use video and graphic organizers as a part of a literature study.</li> <li>-take notes and answer comprehension questions when reading.</li> </ul>
<p><b><u>Assessments</u></b></p>	
<p><b>Big Question Discussion</b>  <b>Diagnostic: Other oral assessments</b>                  Students are introduced to the Big Question and engage in a discussion to assess ideas they already have.</p> <p><b>Critical Thinking Questions</b>  <b>Formative: Instructional/Assessment Focus</b>                  Students 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.</p> <p><b>Vocabulary Warm Ups</b>  <b>Diagnostic: Instructional/Assessment Focus</b>                  Students complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.</p> <p><b>Selection Tests</b>  <b>Summative: Written Test</b>                  Students demonstrate their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.</p> <p><b>Essay Response to Open Ended Questions</b>  <b>Formative: Extended Essay</b></p>	

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

**Unit Project**

**Summative: Personal Project**

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

**Literature Circle**

**Formative: Other oral assessments**

Students work in their Literature Circles to discuss questions, insights, and literary elements related to the passages they have read. 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. Particularly important in this unit is a focus on the distinguishing characteristics of multiple genres. Students compare and contrast the works they have read for this unit, classifying them into various genres and types. Additionally, students consult the contents of their anthology and the book-length selection list. They speculate on the genres of all titles, while making predictions about the nature of passages they expect to read.

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.

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
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 Class investigation and preliminary classification of titles read Literature Circles Writing about the Big Question Unit Project	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
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
Students engage in a structured inquiry of titles read. They discuss and classify the works of literature by genre, and they follow up on these discussions as they read the works throughout the year.	Pearson Literature Anthology (particularly the table of contents, as students discuss titles to be read) List of book-length fiction and nonfiction titles

Reader's Notebook  
Adapted Reader's Notebook  
Teacher's Manual  
Teacher's Unit Resource Manuals  
Selection Tests  
Open-Book Tests  
Unit Tests  
Benchmark Tests

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:47PM

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, 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.

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.

**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**

This unit focuses 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 include: newspaper and magazine articles, essays, biographies, autobiographies and

**Essential Questions**

How should a reader approach material when reading for information?

Can the reader identify the type of text structure presented in the material?

short stories. Students learn how to use the organizational elements in nonfiction text that will help support their comprehension.

Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading using a writing technique?

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know</p> <ol style="list-style-type: none"> <li>1. To use background knowledge to make connections before, during, and after reading.</li> <li>2. To preview reading material and make predictions.</li> <li>3. To recognize when certain text is in different typeface (italics and bold)</li> <li>4. how to identify a non-fiction cause and effect text structure.</li> <li>5. how to identify a non-fiction problem-solution text structure</li> <li>6. how to identify a non-fiction description text structure</li> <li>7. how to identify order of events (sequence) text structure</li> <li>8. how to identify a comparing and contrasting text structure</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A. make connections from what they are reading to 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).</li> <li>B. read the title, sub-topics, text features (photographs, artwork, charts, labels, graphs)</li> <li>C. understand the important information being presented and how to use it for enhancing comprehension</li> <li>D. recognize cause and effect relationships</li> <li>E. recognize problem and solution relationships.</li> <li>F. recall the main idea and supporting details, primary and secondary sources, summarizing</li> <li>G. graph a time line to identify order of events, characteristic traits, and first person point of view</li> <li>H. use a Venn Diagram to compare and contrast information</li> </ol>
<p><b><u>Assessments</u></b></p>	
<p><b>Context Derived Vocabulary</b>  <b>Summative: Written Test</b>                      Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher publishes an official list, and students take tests requiring them to put words into sentences that show each word's correct meaning and use.</p> <p><b>Comprehension Quizzes</b>  <b>Summative: Written Test</b>                      For each type of text structure, students read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.</p> <p><b>Essay Responses to Open Ended Questions</b>  <b>Formative: Other written assessments</b>                      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.</p>	

**Literature Circles**

**Formative: Other oral assessments**

In their Literature Circles, students 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.

**Committee Presentations**

**Formative: Other oral assessments**

Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.

Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.

Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.

Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students self-assessments of their own work in committees

Teacher assessment of students' overall work in preparation and presentation

Peer assessments of committee presentations

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p><b>Reading and Note-Taking Days:</b>                      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><b>Additional Activities:</b>                      Review of vocabulary lists and study guides                      Writing Workshop sessions for open-ended questions (essay responses)                      Investigation of cross-curricular connections                      Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations</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>

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources. Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and online investigation of Web resources (kinesthetic) allow for a variety of induction modes. Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<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>For additional cross-curricular connections, 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.</p>	<p>Pearson Literature Anthology                      Newspaper and magazine articles                      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                      Teacher-constructed notes                      Pearson ExamView Test Bank CD-ROM</p> <p> <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></p>

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:47PM

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, Capacities of the Literate Individual

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

- 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.

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

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 are introduced to short stories, recognizing that they are brief works of fiction. They will realize that not two stories are identical, but that they all share some common elements.

**Essential Questions**

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?

Gifted classes in English Language Arts have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read.
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

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?

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know</p> <ul style="list-style-type: none"> <li>• how to determine the literary elements of author’s purpose and theme</li> <li>• how to identify the plot of a short story</li> <li>• how to identify point of view and setting in a short story</li> <li>• the types of conflict and how to identify them and their resolution</li> <li>• how to identify, prove, and explain character traits</li> <li>• how to identify and explain theme(s) in a short story</li> <li>• new vocabulary words</li> </ul>	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• present information to the class orally</li> <li>• graph the plot of a short story</li> <li>• identify and explain point of view and setting in a short story</li> <li>• define internal and external conflict and identify them and their resolutions in a short story</li> <li>• identify, prove, and explain character traits</li> <li>• identify and explain theme(s) in a short story</li> <li>• expand vocabulary by defining and studying new vocabulary words selected from a short story</li> <li>• acquire and use academic vocabulary</li> </ul>
<b><u>Assessments</u></b>	
<b>Big Question Discussion</b>	

**Diagnostic: Other oral assessments**

Students are introduced to the Big Question (Does every conflict have a winner) and engage in a discussion to assess the ideas they already have.

**Critical Thinking Questions****Formative: Instructional/Assessment Focus**

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

**Literature Circles****Formative: Other oral assessments**

Students participate weekly in 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.

**Committee Presentations****Formative: Other oral assessments**

Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.

Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.  
Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.  
Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students self-assessments of their own work in committees  
 Teacher assessment of students's overall work in preparation and presentation  
 Peer assessments of committee presentations

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p>Possible classroom activities may include, but are not limited to, the following:                      Daily review of essential questions                      Classroom reading, note-taking, discussion                      Independent reading and note-taking                      Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel                      Literature Circle discussions between small groups of peers                      Essay responses to open-ended questions with peer conferences to assist with composition and editing                      Investigation of cross-curricular connections                      Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations                      Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher</p>	<p>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                      Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.                      Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.                      Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.</p>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<p>Social Studies Connections:</p>	<p>Pearson Literature Anthology</p>

- The Middle East
- Social mores of Japan
- California Gold Rush

Science Connections:

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

For additional cross-curricular connections, 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.

- Reader's Notebook
- Adapted Reader's Notebook
- Teacher's Manual
- Teacher's Unit Resource Manuals
- 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

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

Tuesday, August 27, 2013, 4:47PM

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.

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.

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.

### **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.
  - 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).

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>Students read and discuss novels from an approved list of Exemplars. Activities revolve around daily class reading. Students work in pairs 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</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 one’s life?</p>

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.

Why does a reader's individual response to a novel provoke thought and growth?

How does group discussion influence and individual's response, thought, and growth?

Gifted classes in English Language Arts have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read (see *Integrated/Cross Disciplinary Instruction and Resources*).
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

For more information, please see the *Activities* section of this unit.

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• fiction reveals concepts and themes on literal and figurative levels.</li> <li>• literature may contain valuable hints as to an author's purpose or point of view.</li> <li>• literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work.</li> <li>• that literature is an expression and celebration of human nature and human interaction.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• trace, analyze, and explain concepts and themes as they unfold in a work of literature.</li> <li>• evaluate a work of literature and explain an author's likely purpose or point of view.</li> <li>• 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.</li> </ul>

- 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.
- 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.
- 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**

In weekly Literature Circles, students 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 publishes an official list, and students 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 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 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 identify literary terms whose examples from the story are provided.

**Committee Presentations**

**Formative: Other oral assessments**

Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

- Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
- Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
- Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
- Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students’ self-assessments of their own work in committees

Teacher assessment of students’s overall work in preparation and presentation

Peer assessments of committee presentations

-  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

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of essential questions</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>

Classroom reading, note-taking, discussion

Independent reading and note-taking

Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel

Investigation of cross-curricular connections

Literature Circle discussions between small groups of peers

Essay responses to open-ended questions with peer conferences to assist with composition and editing

Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

Structured activities between peers (Literature Circles, paired note-taking sessions, committee presentations) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.

Emphasis of historical, cultural, literary, political, and social influences in the novel allow students' individual preferences and interests to enhance their processing of the story.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<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 covered this year.</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> <p>Approved novels:</p> <p style="padding-left: 40px;"><i>To Kill a Mockingbird</i> by Harper Lee 870 L</p> <p style="padding-left: 40px;"><i>The Hound of the Baskervilles</i> by Arthur Conan Doyle 1090 L</p> <p>Essential questions related to the texts.</p> <p>Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.</p>

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:48PM

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.
- 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: 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.

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.

#### 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.

### **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.

<b>Description of Unit</b>	<b>Essential Questions</b>
Students read and discuss works of book-length nonfiction. Activities revolve around daily class reading. Students work in pairs to take detailed literary notes. Students have daily opportunities to share insights, questions,	How do extended works of nonfiction organize information around central ideas?

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.

Gifted classes in English Language Arts have an approach to literature and reading that differs from that of regular classes in the following ways:

- Gifted classes naturally engage in critical thought even beyond the already high standard of regular classes, and teachers add special emphasis to the critical-thinking components of the standard scoring rubrics.
- Gifted classes include a wider array of related topics and cross-curricular connections when exploring meaning in what they read (see *Integrated/Cross Disciplinary Instruction and Resources*).
- Gifted classes include opportunities for students to engage in peer instruction, placing the teacher at times in the role of facilitator. This capitalizes on the strong intrinsic motivation of the gifted child.
- Gifted classes require from all students more initiative and independence, while incorporating structured group activities to provide synthesis from and integration of individual efforts.

For more information, please see the *Activities* section of this unit.

How can real-life people in a nonfiction work be similar in their transformations to literary characters?

Why do some works of nonfiction carry more informational authority than others?

Why does a reader's individual response to a work of literary nonfiction provoke thought and growth?

How does group discussion influence and individual's response, thought, and growth?

Why would literary elements such as conflict, irony, symbolism, and metaphor appear in a work of nonfiction?

<b>Knowledge</b>	<b>Skills</b>
Students will know that:	Students will be able to:

- 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.
  - 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.
  - literary elements such as conflict, irony, symbolism, and metaphor apply to nonfiction accounts as well as to literary fiction--and similarly enhance central ideas.
  - a literary component applies to the communication of information in all content areas.
- 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.
  - 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
  - explain in discussion and in writing the ways in which literary elements such as conflict, irony, symbolism, and foils enhance the literary impact of a work of nonfiction.

## **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**

In weekly Literature Circles, students 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.

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 publishes an official list, and students 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 read individually and answer questions that demonstrate comprehension of main idea, text structure, literary devices, vocabulary, and making inferences.

**Essay Responses 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.

**Literary Term Test**  
**Summative: Written Test**

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

**Committee Presentations**  
**Formative: Other oral assessments**

Teachers may choose to apply an enrichment component to this unit, grouping students in committees, with each committee charged with jobs like the following:

- Vocabulary committee—compose, in consultation with the teacher and with suggestions from classmates, vocabulary lists and preparation sheets that will assist students in preparing for tests. The words come directly from the text that they are reading.
- Literary elements committee—prepare biweekly presentations on literary devices at work in the text they are reading.
- Plot and character analysis committee—prepare biweekly presentations that provide analysis of characters and plot.
- Connections committee—prepare biweekly presentations that illustrate connections between the text they are reading and other content areas.

Assessment Instruments:

Students' self-assessments of their own work in committees

Teacher assessment of students' overall work in preparation and presentation

Peer assessments of committee presentations

-  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**

Possible classroom activities may include, but are not limited to, the following:

Daily review of essential questions

Classroom reading, note-taking, discussion

Independent reading and note-taking

Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel

Investigation of cross-curricular connections

Literature Circle discussions between small groups of peers

Vocabulary assessments

Essay responses to open-ended questions with peer conferences to assist with composition and editing

Committee presentations on concepts and topics related to the reading with self-assessment and peer review of presentations

Enrichment lessons and activities on advanced literary concepts and cross-curricular connections presented by the teacher

Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.

Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.

Emphasis of historical, cultural, literary, political, and social influences in a work of nonfiction will allow students' individual preferences and interests to enhance their processing of the story. Enrichment instruction on these topics may take the form of individual student investigations, committee presentations (using the Literature Symposium model), and/or supplementary lessons provided by the teacher.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<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--Unit 3 Introduction</p> <p>Approved book-length works of literary nonfiction:</p> <p style="padding-left: 40px;">Steinbeck, John. <i>Travels with Charley: In Search of America</i> 1010 L</p>

Essential questions related to the texts.

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

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## Unit Map 2013-2014

Green Brook Township School District

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

Tuesday, August 27, 2013, 4:48PM

Green Brook Township  
Public Schools

**Unit:** Poetry (Week 29, 4 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.

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.

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, 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.

#### 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.

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

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

- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.5a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- 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.

<b>Description of Unit</b>	<b>Essential Questions</b>
<p>Students 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.</p> <p>Prominent poets and noteworthy poems and passages receive particular emphasis. The origins of poetry in oral traditions will also receive special attention.</p> <p>Students demonstrate a greater depth of analysis and critical evaluation of a poem’s artistic merit. Students may not necessarily agree in their assessments; however, spoken and written commentary must have substance beyond what one would expect of work from a typical seventh grader.</p>	<p>What constitutes poetry?</p> <p>How do poetic devices add to the artistry of poetry?</p> <p>How to both concept and form contribute to a poem’s meaning and effect?</p> <p>How should one go about finding meaning in poetry?</p> <p>How do historical, sociological, political, cultural, and artistic factors influence the works of particular poets?</p>
<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>• poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content).</li> <li>• a range of factors contribute to a poem’s artistic merit through reading and modeling of student/classic poet examples.</li> <li>• poetry varies in form from the largely unstructured (free verse) to the rigidly structured (sonnet, villanelle).</li> <li>• poetry contains a range of literary tropes.</li> <li>• literary tropes contribute to the meaning and effect of a poem.</li> <li>• individual poets operate within contexts influenced by historical, sociological, political, cultural, and artistic factors.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• investigate and explain the meaning they find in poetry that they read through whole class/group questions and modeling poem’s characteristics.</li> <li>• evaluate a poem’s artistic qualities and explain their assessment.</li> <li>• identify poetic forms and formal features (line, stanza, free verse, blank verse, villanelle, sonnet, etc.)</li> <li>• identify literary tropes in the poetry they read.</li> <li>• explain how literary tropes contribute to the meaning and effect of a poem by presenting their poems to the class.</li> <li>• employ literary tropes in the composition of original poetry.</li> <li>• recognize significant quotes from poetry they have read and identify the titles from which the lines come and the poets who composed the poems.</li> <li>• explain the influence of historical, sociological, political, cultural, and artistic factors on the work of particular poets.</li> </ul>
<b>Assessments</b>	

### **Objective Test**

#### **Summative: Written Test**

Students recall factual information on quotes, poems, terms and forms.

### **Investigation of Poetic Forms, Tropes, and Terms**

#### **Formative: Other written assessments**

Working in groups of four, students investigate specific forms, tropes (devices), and terms. 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.

### **Poetry Project**

#### **Summative: Personal Project**

Students may choose one of the following:

1. Choose ten forms, tropes, or terms relating to the poetry unit and construct a display or presentation defining each and including examples from the poetry read.
2. Choose three original poems, and compile a display or presentation illustrating at least five forms, tropes, or terms related to the poetry unit.
3. Write an essay summarizing and analyzing a poem. The essay should comment extensively on the form of the poem and its figurative devices. It should also provide an explanation of the poet and his or her background as well. All outside information must be attributed to sources.

### **Poetry Circles**

#### **Formative: Other oral assessments**

Similar to Literature Circles, the Poetry Circle discussions allow students to discuss poetry in small groups. They share questions and comments, and they engage in analysis of form, figures of speech, and various levels of meaning.

The teacher assesses students based on their participation and contribution to discussions as well as their note-taking and preparation for the discussion.

### **Poet Profile Presentation**

#### **Formative: Oral Report**

In pairs, students conduct research on historical, sociological, political, cultural, and artistic impulses influencing a particular poet. The resulting oral report provides analytic insight into the work of that poet.

Students make visual presentations to the class, and the students listening respond, assess, and comment.

<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Discussion of essential questions</li> <li>• Read and analyze models of each form and genre of poem: narrative, lyrical, free verse, blank verse, ballad, common meter, villanelle, sonnet, etc.</li> <li>• Identification of figurative language, key phrases, and formal identifiers in poems</li> <li>• Poetry Circles (variation on Literature Circles)</li> <li>• Poetry Workshop (collaborative composition) and creation of poetry portfolios containing original works</li> </ul>	<p><b>Activities to Differentiate Instruction</b></p> <ul style="list-style-type: none"> <li>• Teacher-constructed notes and graphic organizers</li> <li>• Modified test</li> <li>• Modified portfolio rubric</li> <li>• Diversified expectations for each type of poem written</li> <li>• Leveled poems and exercises</li> <li>• Poetry Circle collaborative discussions</li> <li>• Poetry Workshop collaborative writing sessions</li> </ul>
<p><b>Integrated/Cross-Disciplinary Instruction</b></p> <p>Poetry content covers a wide range of topics, and discussion will include commentary and questions across the curriculum. Teacher will respond to students' questions and comments from Poetry Circle follow-up discussions and include additional instruction and enrichment as necessary.</p> <p>The Poet Profile project requires research into literary and cultural history.</p>	<p><b>Resources</b></p> <p>Pearson Prentice Hall <i>Literature, Grade 8</i> anthology  Supplemental poetry packets as deemed necessary by teacher  Leveled Selection Tests  Reader's Notebook: Adapted Version  <i>Hear It!</i> Audio CD  Leveled Vocabulary Warm Ups  Leveled Selection Support  Leveled Skills Development  Teacher-constructed notes  <i>The Writer's Almanac</i>, online at <a href="http://writersalmanac.publicradio.org">writersalmanac.publicradio.org</a>  -online access to Garrison Keillor's daily five-minute broadcast</p> <p> <a href="http://www.Poetry.org">www.Poetry.org</a>   <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></p>

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