# LMS ELA 8 Unit 2

Content Area: Course(s): ELA

Course(s): Time Period:

MP2

Length: Status:

**Published** 

#### **Unit Overview**

Reading Genre Focus: Informational

Theme: Leadership

**Anchor Text:** Informational Articles

"Greta Thunberg "a bit surprised" to be Time Person of the Year"

"Teenagers are rewriting the rules of the news"

"Greta Thunberg Video"

Writing Genre Focus: Informative/Explanatory

Pacing Guide: Unit 2

**Pre-assessment:** Unit 2

Benchmark: Unit 2

### **Targeted ELA Standards**

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
ELA.RI.TS.8.4	Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
ELA.RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
ELA.W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
ELA.W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
ELA.W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ELA.SL.PE.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.
ELA.SL.II.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.
ELA.SL.PI.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.
ELA.SL.AS.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal

#### **Weekly Structure**

Day One		Day	Day Two		Day Three		Day Four		
Reading	g Focus	Reading Focus		Reading Focus		Writing Focus		Wı	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ	
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N	
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le	
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small G Instruc Individ Confere	
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closu	

<sup>\*</sup>Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focus

#### **Rationale**

The theme of this unit centers on Leadership. The recommended texts for this unit include informational articles and other district-approved materials. By exploring both fiction and nonfiction examples, students will examine various aspects of leadership, including the qualities of effective leaders and the impact leadership has on society. By the end of this unit, students will understand that leadership involves guiding others, making informed decisions, and inspiring positive change.

Student mastery will be evaluated through a benchmark test assessing their ability to analyze the structures of informational texts, cite textual evidence, draw conclusions, and analyze central ideas. The unit will also assess students' proficiency in informative/explanatory writing, focusing on their ability to explore topics thoroughly and communicate ideas effectively. Additionally, students will engage in discussions and collaborative activities to demonstrate their understanding of leadership, including how it guides others, involves decision-making, and inspires positive change. These activities will foster critical thinking, reading, writing, and communication skills essential for their academic growth and personal development.

## **Overarching Understanding**

Leadership involves guiding others, making decisions, and inspiring positive change.

Content Specific	Skills Specific
<ul> <li>By exploring different texts, students will examine various aspects of leadership, including the traits of effective leaders and the impact of leadership on society.</li> <li>The community in which you are raised can shape the person you become.</li> <li>Leaders can be both born and/or created.</li> </ul>	<ul> <li>Engaging in informative/explanatory writing, students will develop the ability to gather, evaluate, and synthesize information from multiple sources.</li> <li>Good readers analyze how a text makes connections and distinctions between people, ideas, and events.</li> </ul>

## **Essential Questions**

## **Overarching Understanding**

What makes an effective leader?

How can leadership influence change in various contexts?

Content Specific	Skills Specific
<ul> <li>How do the texts we read portray different aspects of leadership?</li> <li>What can we learn from the leadership styles and decisions of individuals discussed in the texts?</li> <li>How can the community in which I am raised shape the person I become?</li> <li>Are leaders born or created?</li> </ul>	<ul> <li>How can we use evidence from informational texts to understand different topics?</li> <li>What are the relationships between individuals, ideas, or events in informational texts?</li> <li>What are the key steps in planning, drafting, and revising an informative/explanatory essay?</li> </ul>

### **Key Resources**

## Newsela paired texts:

- Greta Thunberg "a bit surprised" to be Time Person of the Year
- Teenagers are rewriting the rules of the news

#### Newsela video:

• Greta Thunberg Video

( this symbol indicates text that can be used for climate change instruction)

Informational texts from district-approved resources.

## **Supplementary Resources**

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Mo nth	We eks	Standard s	Suggested Learning Targets	Mini-Lesson Skills	Sugges ted Activiti es	Resources	Assessment
Nove mber	3-4	RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences	SWBAT demonstrate their knowledge of information al reading by taking a preassessment.  SWBAT unpack a text dependent question by following a step by step	Reading Minilessons:  Information al Reading Preassessment  Unpacking a Text Dependent Question (TDQ)  Identify and cite various types of textual evidence (implicit	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Steps to Unpacking a TDQ  Grades 5-8 Informative/ Expository Holisitic Writing Rubric	<ul> <li>LinkIt! preassessment - reading</li> <li>Informative /Explanator y writing preassessment</li> </ul>

drawn from	process	and		
the text.	process.	explicit)		
the text.		explicit)		
	SWBAT			
RI.CR.8.1.	identify and	Writing Mini-		
Cite a range	cite various	lessons:		
of textual	types of			
evidence	textual	• <u>Informative</u>		
and make	evidence	/Explanator		
clear and	including	<u>y Writing</u>		
relevant	explicit	<u>Pre-</u>		
connections	statements	<u>assessment</u>		
(including	and			
information	inferences			
al text	based on the			
features	text.			
such as				
charts,				
graphs, and	SWBAT			
diagrams)	demonstrate			
that strongly	their			
support an	knowledge			
analysis of	of			
multiple	informative/			
aspects of	explanatory			
what an	writing by			
information	taking a pre-			
al text says	assessment.			
explicitly,	assessificite.			
as well as				
inferences				
drawn from the text.				
the text.				
W.IW.8.2.				
Write				
informative/				
explanatory				
texts				
(including				
the narration				
of historical				
events,				
scientific				
procedures/				
experiments				
, or				
technical				
processes)				
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	RW.8.7.		
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e 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.					
RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.  RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including information	swbat cite a wide range of textual evidence, including charts, graphs, and diagrams, to support an analysis of both explicit and inferred ideas in an information al text.  swbat connect textual evidence to an openended response using the R.A.C.E. method.	Reading Minilessons:  Citing evidence from text features (i.e., chart, diagram, graph)  Connecting Evidence to Your Answer  Strengthening Explanation s with Reasoning  Writing Minilessons:  Characterist ics of Informative /Explanator y exemplar essay	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Informative/ Explanatory Exemplar  The "E" in R.A.C.E Micro Progression (Superman Example)  The "E" in R.A.C.E Micro Progression (Central Idea Example)  Chart: Global CO2 emissions from fossil fuels	Suggested Formative Reading Assessments

al text features	between weak and	• Review the brainstormi		
such as charts,	strong explanations	ng process from the		
graphs, and diagrams)	when using the	exemplar essay (2nd		
that strongly support an analysis of multiple	R.A.C.E. method.	page of exemplar)		
aspects of what an information al text says explicitly, as well as inferences drawn from the text.	SWBAT identify the characteristics of an informative/explanatory essay.			
W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection,	SWBAT analyze the brainstorming process for an informative/explanatory essay.			
organization, and analysis of relevant				

content.			
	8.7.		
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and	····		
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and			
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SL.PE.8			
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collabor	rativ		
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discussi	ons		
(one-on	-		
one, in			
groups,	and		
teacher-	-led)		
with div	verse		
partners			
grade 8			
topics, t			
and issu			
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others'	ideas		
Uniters	iucas		

		and expressing their own clearly.  SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitativel y, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation .					
Dece	1-2	RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.CI.8.2. Determine a central idea of an	SWBAT identify the central idea of an information al text.  SWBAT analyze details that convey the central idea of an information al text.  SWBAT distinguish between central ideas	Reading Minilessons:  • Identify central idea in both article 1 and article 2  • Analyzing details that convey the central idea  • Distinguishing Between Central Ideas from the text and Personal Opinions	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer  Article 1: Media Consumptio n Teenagers are rewriting the rules of the news  Article 2: Climate Activism Greta Thunberg "a bit surprised" to	Suggested Formative Reading Assessments

information al text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  W.I.W.8.2. Write information of historical events, scientific procedures/experiments or technical processes) to examine a topic and convey ideas, concepts, and analysis of relevant content.  W.RW.8.7. Write  W.RW.8.7. Write  W.RW.8.7. Write  Witing Miniclusions ilessons:   writing Miniclusions ilessons:   information through the selection, organization , and analysis of relevant content.  W.RW.8.7. Write					
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through particular details; provide a summary of the text distinct from personal opinions or judgments.  W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  * Introduce the unit's Research Simulation (Graphic Organizer for article I and article 2 and article 3 and article 3 and article 4 and article 4 and article 5 and article 5 and article 6 and article 7 and article 7 and article 8 and article 8 and article 9 and ar	how it is	opinions.	lessons:	the Year	
particular details; provide a summary of the text distinct from personal opinions or judgments.  W.J.W.8.2. Write information of historical events, scientific procedures/ explanatory of the text distinct information of historical events, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.R.W.8.7.	conveyed				
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the text distinct from prompt. personal opinions or judgments.  W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.		a research			
distinct from personal opinions or judgments.  SWBAT to paraphrase information W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.	_	simulation	<ul> <li>Research</li> </ul>	<u>from fossil</u>	
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opinions or judgments.  SWBAT to paraphrase informative from their sources in their notes.  W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.			Organizer		
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procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.	events,				
experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.	scientific				
experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.	procedures/				
, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.					
processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.	, or				
processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.	technical				
to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.					
convey ideas, concepts, and information through the selection, organization , and analysis of relevant content.					
ideas, concepts, and information through the selection, organization , and analysis of relevant content.	a topic and				
concepts, and information through the selection, organization , and analysis of relevant content.	convey				
and information through the selection, organization , and analysis of relevant content.  W.RW.8.7.	ideas,				
information through the selection, organization , and analysis of relevant content.  W.RW.8.7.	concepts,				
through the selection, organization , and analysis of relevant content.  W.RW.8.7.	and				
selection, organization , and analysis of relevant content.  W.RW.8.7.					
organization , and analysis of relevant content.  W.RW.8.7.	_				
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W.RW.8.7.					
W.RW.8.7.	relevant				
	content.				
	W.DW.				
Write					
	Write				

routinely					
over					
extended					
time frames					
(time for					
research,					
reflection,					
metacogniti					
on/self-					
correction,					
and					
revision)					
and shorter					
time frames					
(a single					
sitting or a					
day or two)					
for a range					
of					
discipline-					
specific					
tasks,					
purposes,					
and					
and audiences.					
audiences.					
SL.PE.8.1.					
Engage					
effectively					
in a range of					
collaborativ					
e					
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.					
RL.CI.8.2.	SWBAT	Reading Mini-	Instructi	Research	Suggested
TCL.C1.0.2.	SWDAI	Teaching Willin-	<u> </u>	Research	Buggested

theme of a literary text summary of and how it is conveyed through particular details; and opinions or judgments.  SWBAT analyze how particular details; provide a summary of influence of an information al text and how it is conveyed through particular details. SWBAT analyze how particular details; provide a summary of influence of an information al text and how it is the text.  RL.Cl.8.2. Determine a central idea of an information al text and how it is the text.  SWBAT analyze how particular details; provide a summary of influence of a text influence of a text influence of a text interact (e.g., how particular elements of a text interact influence on the parts of a literature text influence of the ext.  SwBAT interact influence influence influence of a literature text influence of a literature text influence influence influence	Determine a	construct a	lessons:	onal	Simulation	Formative Reading
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and how it is conveyed through particular details: provide a summary of the text distinct from personal opinions or judgments.  SWBAT analyze how particular details: provide a summary of the text distinct from a letx1 and how it is conveyed through particular details: provide a summary of the text.  RL.T.8.3. Analyze how particular elements of a text distinct from personal opinions or judgments.  RL.T.8.3. Analyze how particular elements of the text.  RL.T.8.3. Analyze how particular elements of the text.  RL.T.8.3. Analyze how particular elements of the text.  RL.T.8.3. Analyze how particular elements of a text distinct from personal opinions or judgments.  SWBAT synthesize similarities and differences in two setting carretes and differences in two setting on the control of the text.  RL.T.8.3. Analyze how particular elements of a text distinct interact (e.g., how setting carretes and differences in two setting carretes and differences in two setting of a carretes and differences in two setting carretes and differences in two articles on articles or article			• Writing a			Assessments
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interact differences in two setting differences and differences in two articles on articles						
(e.g., how setting articles on articles						
setting articles on articles						
Setting articles	, ·					
the come	_		articles			
shapes the the same	_	the same				
characters • Model body	characters		Model body			

or plot, how	topic.	paragraph 1		
ideas	1	1 0 1		
influence individuals				
or events, or	SWBAT			
how	draft the			
characters	first body paragraph of			
influence ideas or	their			
events)	Research			
across	Simulation			
multiple text	essay.			
types, including				
across				
literary and				
information al texts.				
ar texts.				
RI.IT.8.3.				
Analyze				
how				
particular				
elements of a text				
interact				
(e.g., how				
contexts				
individuals				
or events, or				
how individuals				
influence				
ideas or				
events)				
across multiple text				
types,				
including				
across				
literary and information				
al texts.				
W.IW.8.2.				
Write				
informative/				

explanatory			
texts			
(including			
the narration			
of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
W.WP.8.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning,			
sustaining			
effort to			
complete			
complex			
writing			
tasks;			
seeking out			
assistance,			
models,			
sources or			
feedback to			

improve			
understandi			
ng or refine			
final			
products;			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
addressed.			
W. D.W. 0. 5			
W.RW.8.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
metacogniti			
on/self-			
correction,			
and			
revision)			
and shorter			
time frames			
(a single			
sitting or a			
day or two)			
for a range			
of			
discipline-			
specific			
tasks,			
purposes,			
and			
audiences.			
dudiene es.			
SL.PE.8.1.			
Engage			
effectively			
in a range of			
collaborativ			
e			
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.					
	L.SS.8.1.	SWBAT	Reading Mini-			
	Demonstrat	identify	lessons:		Research	
	e command	different	100001101		Simulation	
	of the	text	<ul> <li>Analyzing</li> </ul>		Graphic	
	system and	structure	text		Organizer	
	structure of	and explain	structures			
	the English	how an author uses	(i.e., cause- effect,			
	language when	them to	problem-		Article 1:	
	writing or	organize	solution)		Media	
	speaking.	and present	<u> </u>		Consumptio	
		ideas	o Iden		<u>n Teenagers</u>	
			tify text		are rewriting	
	RI.TS.8.4.		stru		the rules of the news	
	Analyze and	SWBAT	ctur	Instructi	die news	
	explain how	analyze how	e	onal Worksho		
	an author	an author	г 1	p Model		Suggested
3-4	organizes,	establishes a	o Expl	Suggeste	Article 2: Climate	Formative Reading
	develops and presents	point of view and	how	<u>d</u>	Activism	Assessments
	ideas,	uses tone to	stru	<u>Activitie</u>	Greta	
	establishes a	shape the	ctur	s/Groups	Thunberg "a	
	point of	reader's	e		<u>bit</u>	
	view or	understandi	help		surprised" to	
	builds	ng of the	con		be Time Person of	
	supporting arguments	text.	veys the		the Year	
	through text		auth			
	structure.		or's			
		SWBAT	mai		Chart	
		explain how an author	n		Chart: Global CO2	
	W.IW.8.2.	builds and	poin ts		emissions	
	Write	supports	ıs		from fossil	
	informative/	their	<ul> <li>Establishin</li> </ul>		fuels	
	explanatory	arguments	g a point of			

			1	
texts	through the	view		
(including	developmen			
the narration	t of key	o how		
of historical	ideas and	an		
		auth		
events,	supporting			
scientific	evidence.	or's		
procedures/		spec		
experiments		ific		
, or		lang		
technical	SWBAT	uage		
processes)	construct	choi		
to examine	their body	ces,		
	paragraphs	the		
a topic and	by using			
convey	well-chosen	pres		
ideas,	information	enta		
concepts,		tion		
and	al	of		
information	elaboration	info,		
through the	techniques.	and		
selection,		the		
organization		deve		
, and		lop		
	SWBAT	men		
analysis of	revise their	t of		
relevant	body			
content.	paragraphs	tone		
	by adding	imp		
	information	acts		
		the		
W.WP.8.4.	al writing	read		
With some	transitions	er's		
guidance	that create	inter		
and support	cohesion.	pret		
from peers		atio		
and adults,				
develop and		n		
_		D '11'		
strengthen		Building		
writing as		and .		
needed by		supporting		
planning,		arguments		
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conflicting evidence or viewpoints.  SWBAT buil analyze how an author acknowledg es and pect W.IW.8.2. responds to Write conflicting or   SWBAT buil analyze how an author their acknowledg pers es and pect responds to the conflicting or   SWBAT buil analyze how an author their acknowledg pers es and pect responds to the conflicting or   Chart:  Global CO2 emissions from fossil						
evidence or viewpoints.  SWBAT analyze how an author acknowledg es and pect W.IW.8.2. responds to Write conflicting or					uic i cai	
viewpoints.  analyze how an author acknowledg es and  W.IW.8.2. responds to Write conflicting  wiewpoints.  analyze how an author their global CO2 emissions from fossil		SWBAT				
an author acknowledg es and pect  W.IW.8.2. responds to Write conflicting or						
acknowledg es and pers W.IW.8.2. responds to Write conflicting or    Conflicting   Con	viewpoints.					
W.IW.8.2. responds to write conflicting or responds to conflicting or respo		acknowledg				
W.IW.8.2. responds to write conflicting or from fossil		es and	<u> </u>			
			<u> </u>		from fossil	
informative/ evidence or purp			or			
	informative/	evidence or	purp			

explanatory	opposing	ose		
texts	viewpoints	by		
(including	in a text.	sele		
the narration		ctin		
of historical		g		
events,		spec		
scientific	SWBAT	ific		
procedures/	revise their	evid		
	essay by			
experiments	adding word	ence		
, or	choices that	,		
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processes)	reader.	mpl		
to examine	reader.	es,		
a topic and		and		
convey		reas		
ideas,	SWBAT	onin		
concepts,	revise their	g,		
and	essay by	and		
information	varying	orga		
through the	their	nizi		
selection,	sentence	ng		
organization	structure to	the		
, and		m in		
analysis of	engage their reader.	a		
relevant	reader.	cohe		
content.		rent		
		stru		
		ctur		
		e		
W.WP.8.4.				
With some		Acknowled		
guidance		ge or		
and support		respond to		
from peers		conflicting		
and adults,		evidence or		
develop and		viewpoints		
strengthen		pom.s		
writing as		o Tea		
needed by		ch		
planning,		stud		
sustaining		ents		
effort to		how		
complete		auth		
complex		ors		
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seeking out		cou		
assistance,		nter		
models,				
sources or		argu		
feedback to		men ts or		
recuback to		ts or		

improve	conf		
understandi	licti		
ng or refine	ng		
final	evid		
products;	ence		
focusing on	,		
how well	eith		
purpose and	er		
audience	by		
have been	refut		
addressed.	ing		
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W.RW.8.7.	edin		
Write			
routinely	g		
over	poin		
extended	ts,		
	or		
time frames	offe		
(time for	ring		
research,	addi		
reflection,	tion		
metacogniti	al		
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correction,	ence		
and	to		
revision)			
and shorter	stre		
time frames	ngth		
	en		
(a single	their		
sitting or a	pers		
day or two)	pect		
for a range	ive.		
of			
discipline-			
specific			
tasks,	Writing Mini-		
purposes,	lessons:		
and			
audiences.	Deliberate		
addictions.	word		
	choices		
	CHOICES		
SL.PE.8.1.	• Voncino		
	• Varying		
Engage	sentence		
effectively	structure		
in a range of			
collaborativ			
e			
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.					
Janu	1-2	L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.8.4. Demonstrat e understanding of figurative language, word relationship s, and nuances in word	SWBAT use synonyms, and analogies to enhance their understanding of word meanings and improve vocabulary skills.  SWBAT analyze how specific word choices affect the tone of a passage, enhancing their understanding of how language shapes emotion and intent.  SWBAT identify and	Reading Minilessons:  Exploring word relationship s (e.g., synonyms and antonyms, analogies)  Analyzing word choices for meaning and tone/connat ion vs. denotation  Greek and Latin roots and affixes  Writing Minilessons:  Clearly Introducing a Topic and Previewing Content  Model introduction	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer  Article 1: Media Consumptio n Teenagers are rewriting the rules of the news  Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year  Chart: Global CO2 emissions from fossil fuels	Suggested Formative Reading Assessments

meanings.	utilize	paragraph		
	Greek ad Latin roots			
	and affixes			
W.IW.8.2.	to decipher			
Write	unknown			
informative/	words.			
explanatory				
texts (including				
the narration	SWBAT			
of historical	introduce a			
events,	topic in			
scientific	their writing			
procedures/	and			
experiments	effectively			
, or technical	preview what is to			
processes)	follow.			
to examine	lone w.			
a topic and				
convey	CIVIDAT			
ideas,	SWBAT construct an			
concepts,	introductory			
and information	paragraph			
through the	for their			
selection,	essay.			
organization				
, and				
analysis of				
relevant				
content.				
W.WP.8.4.				
With some				
guidance				
and support from peers				
and adults,				
develop and				
strengthen				
writing as				
needed by				
planning,				
sustaining effort to				
complete				
complex				
writing				

tasks;			
seeking ou	ıı		
assistance,	,		
models,			
sources or			
feedback t	o		
improve			
understand	4i		
1 1			
ng or refin	le		
final			
products;			
focusing o	n		
how well			
purpose ar	nd		
audience			
have been			
addressed.			
W.RW.8.7	'.		
Write			
routinely			
over			
extended			
time frame	20		
(time for			
research,			
reflection,			
metacogni	ti		
on/self-			
correction	,		
and			
revision)			
and shorte	r		
time frame			
1 1	28		
(a single			
sitting or a	ı		
day or two			
for a range			
of			
discipline-	.		
specific			
tasks,			
purposes,			
and			
audiences.			
SL.PE.8.1	.		
Engage			

effective in a ran collabor e discuss (one-or one, in groups, teacher with dispartner grade 8 topics, and issubuilding others' and express their ow clearly.	ge of rativ ions and -led) verse s on texts, les, g on ideas ing vn	Reading Mini-			
Determor clari the mea of unkr and multipl meanin words of phrases based of grade 8 reading content includin technic meanin choosir flexibly from a range of strategi	ine effectively use dictionaries, glossaries, and thesauruses g to clarify meanings and improve vocabulary.  SWBAT interpret and analyze figurative language and figures of speech within texts.  SWBAT write a conclusion that synthesizes	lessons:  • Using digital reference materials effectively (i.e., dictionaries , glossaries, and thesauruses )	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer  Article 1: Media Consumptio n Teenagers are rewriting the rules of the news  Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year  Chart:	Suggested Formative Reading Assessments

language, word relationship s, and nuances in word meanings.	create a coherent and insightful ending that reinforces the main points.	Conclusion by Synthesizin g Information  • Model conclusion paragraph	Global CO2 emissions from fossil fuels	
W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments , or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization , and analysis of relevant	SWBAT construct a conclusion paragraph for their essay.	paragraph		
w.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by				

plannin	g,		
sustaini	ng		
effort to	, 8		
comple			
comple			
writing			
tasks;	aut		
seeking	out		
assistan			
models			
sources			
feedbac			
improve			
underst			
ng or re	fine		
final			
product	s;		
focusin	g on		
how we			
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W.RW.	8.7.		
Write			
routinel	v		
over	9		
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time fra			
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research			
reflection			
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on/self-			
correcti	on,		
and			
revisior			
and sho			
time fra	mes		
(a singl	e		
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discipli	ne-		
specific			
tasks,			
1 1	.c		
purpose	٠,		

and			
audiences.			
audichees.			
CI DE 0.1			
SL.PE.8.1.			
Engage			
effectively			
in a range of			
collaborativ			
e			
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.			
cicarry.			
SL.PI.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			

3-4	pronunciation.  L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.  L.VL.8.3. Determine or clarify the meaning of unknown and multiplemeaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.  L.VI.8.4. Demonstrate understanding of figurative language,	SWBAT to demonstrate their knowledge of an information al text by taking a benchmark assessment.  SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	<ul> <li>Reading benchmark MP 2</li> <li>Writing benchmark MP 2</li> <li>End of MP reflection</li> <li>Creating SMART goals</li> </ul>	End of MP Reflection  Informative/ Explanatory Writing Rubric	• LinkIt! Benchmark MP • End of MP Reflection
	ng of figurative				

			1	
nuances	in			
word				
meaning	s.			
RI.CR.8.	1.			
Cite a rai	nge			
of textua	1			
evidence				
and make	e			
clear and	1			
relevant				
connection	ons			
(includin				
informat	ion			
al text				
features				
such as				
charts,				
graphs, a	and			
diagrams				
that stror				
support a				
analysis	of			
multiple				
aspects o	of			
what an				
informat	ion			
al text sa	ys			
explicitly				
as well a				
inference	es			
drawn fro				
the text.				
RI.CI.8.2				
Determin				
central id	lea			
of an				
informat				
al text an				
how it is				
conveyed	1			
through				
particula	r			
details;				
provide a	a			
summary	of			
the text				
	1	1		

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distinct					ı
from					ı
					ı
personal					ı
opinions or					ı
judgments.					ı
] 8					ı
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RI.IT.8.3.					ı
Analyze					ı
how					ı
					ı
particular					ı
elements of					ı
a text					ı
interact					ı
(e.g., how					ı
					ı
contexts					
influence					
individuals					
or events, or					
how					ı
individuals					ı
influence					ı
ideas or					
events)					ı
across					ı
multiple text					ı
types,					ı
					ı
including					ı
across					ı
literary and					ı
information					ı
al texts.					ı
ai texts.					ı
RI.TS.8.4.					
Analyze and					
explain how					
CAPIAIII IIOW					
an author					
organizes,					
develops					
and presents					
ideas,					
establishes a					
point of					
view or					
builds					
supporting					
arguments					
through text					
		<u> </u>	<u> </u>	<u> </u>	1

structure.			
DI DD 0.5			
RI.PP.8.5.			
Analyze			
how an			
author			
conveys or			
develops			
their			
perspective			
or purpose			
in a text and			
by			
acknowledg			
ing and			
responding			
to			
conflicting			
evidence or			
viewpoints.			
W.IW.8.2.			
Write			
informative/			
explanatory			
texts			
(including			
the narration			
of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
unary sis of			

1 ,				
relevant				
content.				
W.RW.8.7.				
Write				
routinely				
over				
extended				
time frames				
(time for				
research,				
reflection,				
metacogniti				
on/self-				
correction,				
and				
revision)				
and shorter				
time frames				
(a single				
sitting or a				
day or two)				
for a range				
of				
discipline-				
specific				
tasks,				
purposes,				
and				
audiences.				
L.SS.8.1.	SWBAT			
Demonstrat	transfer			
e command	their			
of the	understandi			
system and	ng of the	Enrichment &		
structure of	unit's	Intervention Week		
the English	standards by	(based on BM 2		
language	completing	data):		
when	an end of			
writing or	marking	• Enrichment		
speaking.	period	project		
	project.	_ T4		
		• Intervention		
L.KL.8.2.		groups		
Use	SWBAT			
knowledge	review the			
of language	unit's			
and its	standards by			
	Julianian by			

	ling, or ning.		
Dete or cithe is of use and multimeas work phrase grade read contincts tech meas choose flex from range.	ed on le 8 ling and lent, uding nical nings, osing ibly		
Den e unde ng o figu lang word relat s, ar nuar word mea	rative guage, d tionship nd nces in		

of textual			
evidence			
and make			
clear and			
relevant			
connections			
(including			
information			
al text			
features			
such as			
charts,			
graphs, and			
diagrams)			
that strongly			
support an			
analysis of			
multiple			
aspects of			
what an			
information			
al text says			
explicitly,			
as well as			
inferences			
drawn from			
the text.			
RI.CI.8.2.			
Determine a			
central idea			
of an			
information			
al text and			
how it is			
conveyed			
through			
particular			
details;			
provide a			
summary of			
the text			
distinct			
from			
personal			
opinions or			
judgments.			

			I
RI.IT.8.3.			
Analyze			
how			
particular			
elements of			
a text			
interact			
(e.g., how			
contexts			
influence			
individuals			
or events, or			
how			
individuals			
influence			
ideas or			
events)			
across			
multiple text			
types,			
including			
across			
literary and			
information			
al texts.			
RI.TS.8.4.			
Analyze and			
explain how			
an author			
organizes,			
develops			
and presents			
ideas,			
establishes a			
point of			
view or			
builds			
1			
supporting			
arguments			
through text			
structure.			
DIDD 0.5			
RI.PP.8.5.			
Analyze			
how an			
author			

conveys or			
develops			
develops			
their .			
perspective			
or purpose			
in a text and			
by			
acknowledg			
ing and			
responding			
to			
conflicting			
evidence or			
viewpoints.			
•			
W.IW.8.2.			
Write			
informative/			
explanatory			
texts			
(including			
the narration			
of historical			
events,			
scientific			
procedures/			
experiments			
, or			
technical			
processes)			
to examine			
a topic and			
convey			
ideas,			
concepts,			
and			
information			
through the			
selection,			
organization			
, and			
analysis of			
relevant			
content.			
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W.D.W.			
W.RW.8.7.			
Write			
routinely			
		I	I

extended time frames (time for research, reflection, metacogniti on/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ e 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.					
extended time frames (time for research, reflection, metacogniti on/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborative e 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 metacognitic tests, and issues, building on others' ideas and expressing their own	over				
time frames (time for research, reflection, metacogniti on/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.P.E.8.1. Engage effectively in a range of collaborativ c 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					
(time for research, reflection, metacogniti on/sclf-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SL.P.E. 8.1. Engage effectively in a range of collaborativ c 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 in the form of their own					
research, reflection, metacogniti on/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own					
reflection, metacogniti on/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ e 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					
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sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ e 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	(a single				
day or two) for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ c 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					
for a range of discipline- specific tasks, purposes, and audiences.  SL.PE.8.1. Engage effectively in a range of collaborativ e 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	dov. a. farra				
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**Spiraling for Mastery** 

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using complex sentences.  Identifying central ideas and supporting details.  Crafting informative and explanatory texts.	Applying knowledge of language to enhance writing clarity and effectiveness.  Analyzing how texts make connections and distinctions between people, ideas, and events.  Developing the ability to gather, evaluate, and synthesize information from multiple sources.

### **Career Readiness, Life Literacies, and Key Skills**

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

# **Interdisciplinary Connections**

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

in small groups and large teams during physical activities and games.

HE.6-8.2.2.8.MSC.7

Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.