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: <u>Unit 2</u>

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.RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
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

English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		C
Readin	Reading Focus		Reading Focus		Reading Focus		Writing Focus	
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

*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.

Enduring Understandings

Overarching Understanding

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

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

Essential Questions

Overarching Understanding

What makes an effective leader?

How can leadership influence change in various contexts?

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

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	SWBAT demonstrate their knowledge of information al reading by taking a pre-assessment. SWBAT unpack a text	Reading Minilessons: Information al Reading Preassessment Unpacking a Text Dependent Question (TDQ) Identify and cite various	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Steps to Unpacking a TDQ Grades 5-8 Informative/ Expository Holisitic Writing Rubric	 LinkIt! preassessment - reading Informative /Explanator y writing preassessment

explicitly as well as inferences drawn from the text.	dependent question by following a step by step process.	types of textual evidence (implicit and explicit)		
RI.CR.8.1. Cite a range 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.	SWBAT identify and cite various types of textual evidence including explicit statements and inferences based on the text. SWBAT demonstrate their knowledge of informative/explanatory writing by taking a preassessment.	Writing Minilessons: • Informative /Explanator y Writing Pre-assessment		
W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments				

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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.CR.8.1. Cite a range of textual evidence	SWBAT cite a wide range of textual	Reading Minilessons: • Citing		Informative/ Explanatory Exemplar	
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	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.	evidence from text features (i.e., chart, diagram, graph) • Connecting Evidence to Your Answer • Strengtheni ng Explanation s with Reasoning Writing Mini- lessons: • Characterist ics of Informative /Explanator	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	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

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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.	SWBAT distinguish between weak and strong explanations when using the R.A.C.E. method. SWBAT identify the characteristi cs of an informative/ explanatory essay.	y exemplar essay • Review the brainstorming process from the exemplar essay (2nd page of exemplar)		
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	SWBAT analyze the brainstorming process for an informative/explanatory essay.			

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		building on others' ideas 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	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	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	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	Suggested Formative Reading Assessments

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. 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.	between central ideas from a text and personal opinions. SWBAT deconstruct a research simulation writing prompt. SWBAT to paraphrase information from their sources in their notes.	Writing Minilessons: • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer for article 1 and article 2	bit surprised" to be Time Person of the Year Chart: Global CO2 emissions from fossil fuels	

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their own					
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 information al text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.IT.8.3. Analyze how particular elements of a text interact	SWBAT construct a concise summary of a text that accurately reflects the central idea and supporting details without personal opinions. SWBAT analyze how particular elements of a literature text influence other elements of the text. SWBAT analyze how particular elements of the text. SWBAT analyze how particular elements of the text. SWBAT analyze how particular elements of the text.	Reading Minilessons: Writing a clear and objective summary How parts of a literature text influence other parts of a literature text (i.e., how characters affecting theme, setting influencing plot) How parts of an information al text influence other parts of an information al text influence other parts of an information al text (i.e., how individuals influences ideas or events) Writing Minilessons: Synthesize similarities and differences	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	Suggested Formative Reading Assessments

(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 information al texts. 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	in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay.	in two articles • Model body paragraph 1		
al texts.				

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	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. L.SS.8.1. Demonstrate command of the	SWBAT identify different	Reading Mini- lessons: • Analyzing		Research Simulation Graphic	
3-4	system and structure of the English language when writing or speaking. RI.TS.8.4.	text structure and explain how an author uses them to organize and present ideas SWBAT analyze how an author establishes a point of view and uses tone to shape the reader's understandi ng of the text.	text structures (i.e., cause- effect, problem- solution) Iden tify text stru ctur e Expl ain how stru ctur e help con veys	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	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	Suggested Formative Reading Assessments
	arguments through text structure.	SWBAT explain how	the auth or's mai n		Chart: Global CO2	

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collaborative 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 clearly.					
L.SS.8.1. Demonstrat e command of the system and structure of the English language when writing or speaking.	SWBAT identify text structures in an information al text to locate and integrate key information.	Reading Minilessons: • Identifying an author's position on a topic using supporting evidence • Analyzing how an author	Instructi onal	Research Simulation Graphic Organizer Article 1: Media Consumptio n Teenagers are rewriting the rules of the news	
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.	SWBAT analyze how an author develops their perspective or purpose through key ideas, supporting details, and structural choices. SWBAT analyze how an author	develops their perspective Oui de stud ents in und ersta ndin g how auth ors buil d their	Worksho p Model Suggeste d Activitie s/Groups	Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year Chart: Global CO2 emissions	Suggested Formative Reading Assessments

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improve understandi ng or refine final products; focusing on how well purpose and audience have been addressed. W.RW.8.7. Write routinely over extended time frames (time for
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discipline-
specific
tasks, Writing Mini-
purposes, lessons:
and
audiences. • Deliberate
word
choices
SL.PE.8.1. • Varying
SL.PE.8.1. Engage sentence effectively

		in a range of collaborative ediscussions (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.VL.8.3.		structure Panding Mini			
Janu	1-2	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,	swbat use synonyms, antonyms, 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	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	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	Suggested Formative Reading Assessments

word	intent.	Content	emissions	
relationship			<u>from fossil</u>	
s, and		• Model	fuels	
nuances in		introduction		
word	SWBAT	paragraph		
1 1	identify and	paragraph		
meanings.	utilize			
	Greek ad			
	Latin roots			
W.IW.8.2.	and affixes			
Write	to decipher			
informative/	unknown			
explanatory	words.			
texts				
(including				
the narration				
of historical	SWBAT			
events,	introduce a			
	topic in			
scientific	their writing			
procedures/	and			
experiments				
, or	effectively			
technical	preview			
processes)	what is to			
to examine	follow.			
a topic and				
convey				
ideas,				
1 1	SWBAT			
concepts,	construct an			
and	introductory			
information	paragraph			
through the	for their			
selection,	eccay			
organization	cssay.			
, and				
analysis of				
relevant				
content.				
With some				
guidance				
and support				
from peers				
and adults,				
develop and				
strengthen				
writing as				
needed by				
planning,				

sı	ustaining			
	ffort to			
	omplete			
	omplex			
w	vriting			
	asks;			
	eeking out			
	ssistance,			
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u1	nderstandi			
	g or refine			
fi	inal			
1 1 1	roducts;			
	ocusing on			
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	urpose and			
	udience			
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	aarossoa.			
W	V.RW.8.7.			
W	Vrite			
ro	outinely			
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ex	xtended			
ti	me frames			
(t	time for			
re	esearch,			
	eflection,			
m	netacogniti			
01	n/self-			
	orrection,			
	nd			
re	evision)			
	nd shorter			
	me frames			
	a single			
	itting or a			
	ay or two)			
	or a range			
o	\mathbf{f}			
	iscipline-			
st	pecific			
	asks,			
	urposes,			
	nd			

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.					
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.	SWBAT effectively use dictionaries, glossaries, and thesauruses to clarify meanings and improve vocabulary. SWBAT interpret and analyze figurative language and figures of speech within texts.	Reading Minilessons: • Using digital reference materials effectively (i.e., dictionaries, glossaries, and thesauruses) • Figurative language interpretation (e.g., similes, metaphors, personification, idioms)	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	Suggested Formative Reading Assessments

L.VI.8.4. Demonstrat e understandi ng of figurative language, word relationship s, and nuances in word meanings.	SWBAT write a conclusion that synthesizes key ideas to create a coherent and insightful ending that reinforces the main points.	Writing Minilessons: • Crafting a Strong Conclusion by Synthesizin g Information • Model conclusion paragraph	Person of the Year Chart: 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 content.	conclusion paragraph for their			
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			
I I			
improve			
understandi			
ng or refine			
final			
products;			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
W DW 0 7			
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	
for a range	
of of	
discipline-	
specific	
tasks,	
purposes,	
and	
audiences.	
SL.PE.8.1.	
Engage	
effectively	
in a range of	
collaborativ	
e e e 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.	
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 pronunciatio n.				
3-4	L.SS.8.1. Demonstrat e 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 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	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.	 Reading benchmark MP 2 Writing benchmark MP 2 End of MP reflection Creating SMART goals 	End of MP Reflection Informative/ Explanatory Writing Rubric	• LinkIt! Benchmark MP • End of MP Reflection

understandi			
ng of			
figurative			
figurative			
language,			
word			
relationship			
s, and			
nuances in			
word			
meanings.			
RI.CR.8.1.			
Cite a range			
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			
			<u> </u>

	conveyed			
	through			
	particular			
	details;			
	provide a			
	summary of			
	Summary of			
	the text			
	distinct			
	from			
	personal			
	opinions or			
	in damenta			
	judgments.			
	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			
supporting			
arguments			
through text			
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.			
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.				
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. Demonstrat e command of the system and structure of the English language when writing or speaking.	SWBAT transfer their understandi ng of the unit's standards by completing an end of marking period project.	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups		

			I	
L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SWBAT review the unit's standards by participating in a teacher-led small group.			
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 understandi ng of figurative language, word relationship s, and nuances in word				

meanings.			
RI.CR.8.1.			
Cite a range			
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			
personar			
opinions or			
judgments.			
RI.IT.8.3.			
I I			
Analyze			
how			
particular			
elements of			
a text			
interact			
I I			
(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.			
ai texts.			
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.			
Structure.			

RI.P. 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			1	
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W.RW.8.7.				
Write				
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(time for				
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on/self-				
correction,				
and				
revision)				
and shorter				
time frames				
(a single				
sitting or a				
day or two)				
for a range				
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discipline-				
specific				
tasks,				
purposes,				
and				
audiences.				
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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				
und				

expressing their own			
clearly.			

Spiraling for Mastery

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

HE.6-8.2.2.8.MSC.5 Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior

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.