LMS ELA 8 Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Leadership

Anchor Text: Informational Articles from CommonLit

Coming: The Sixth Mass Extinction?

(Informational Text)

Choosing a Warning Label for Human DNA

(Informational Text)

Why are bees vanishing?

(Informational Text)

Genetically Modified Salmon: Food or 'Frankenfish'?

(Informational Text)

Your food choices affect Earth's climate

(Informational Text)

Writing Genre Focus: Informative/Explanatory

Informative Writing Resources

Pacing Guide: Unit 2

Reading Pre-assessment: Unit 2

Writing Pre-assessment: Informative/Explantory Pre-Assessment

Benchmark: Unit 2

2024-2025 MP2 Benchmark Writing Exemplars

Targeted ELA Standards

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

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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 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.
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 informational 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 (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.
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.
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.
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.
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.
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 understanding 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 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.
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.
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.
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.
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		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Wr
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 Indivi 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

CommonLit paired texts:

Coming: The Sixth Mass Extinction?

(Informational Text)

Choosing a Warning Label for Human DNA

(Informational Text)

Why are bees vanishing?

(Informational Text)

Genetically Modified Salmon: Food or 'Frankenfish'?

(Informational Text)

Your food choices affect Earth's climate

(Informational Text)

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

Informational texts from district-approved resources.

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit
- Ways to Read Connected Text with a Small Group

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

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

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Activities	Resources	Assessment
November	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 drawn from the text. 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	SWBAT demonstrate their knowledge of information al reading by taking a pre-assessment. SWBAT unpack a text dependent question by following a step by step process. SWBAT identify and cite various types of textual evidence including explicit statements and inferences based on the text. SWBAT demonstrate	Reading Mini-lessons: • Information al Reading Pre-assessment • Unpacking a Text Dependent Question (TDQ) • Identify and cite various types of textual evidence (implicit and explicit) Writing Mini-lessons: • Informative /Explanator y Writing Pre-assessment	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Steps to Unpacking a TDQ Grades 5-8 Informative/ Expository Holisitic Writing Rubric	• LinkIt! pre-assessment - reading • Informative /Explanator y writing pre-assessment

		analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. 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	their knowledge of informative/ explanatory writing by taking a pre-assessment.				

		(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. 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.					
		RL.CR.8.1. Cite a range of textual evidence and make	SWBAT cite a wide range of textual evidence,	Reading Mini-lessons: • Citing evidence	Instructional Workshop Model Suggeste	Informative/ Explanatory Exemplar	Suggested Formative Reading Assessments

		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 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. W.IW.8.2.	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 open-ended response using the R.A.C.E. method. 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. SWBAT analyze the	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 y exemplar essay • Review the brainstormi ng process from the exemplar essay (2nd page of exemplar)	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)	

		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, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range	brainstorming process for an informative/ explanatory essay.				

		of discipline-specific tasks, purposes, and audiences. 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. 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 .					
December	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 informational 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	SWBAT identify the central idea of an informational text. SWBAT analyze details that convey the central idea of an informational text. SWBAT distinguish 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.	Reading Mini-lessons: • 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 Writing Mini-lessons: • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer for article 1 and article 2	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Choose from the following list of CommonLit articles about Humans and the Environment: Coming: The Sixth Mass Extinction? (Informational Text) Choosing a Warning Label for Human DNA (Informational Text) Why are bees vanishing? (Information	Suggested Formative Reading Assessments

		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, 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,				al Text) Genetically Modified Salmon: Food or 'Frankenfish'? (Informational Text) Your food choices affect Earth's climate (Informational Text)	

		and audiences. 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.					
		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 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	Reading Mini-lessons: • 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	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Choose from the following list of CommonLit articles about Humans and the Environment: Coming:	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. 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 information al texts. RI.IT.8.3. Analyze	other elements of the text. SWBAT analyze how particular elements of an information al text influence other elements of the text. SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay.	plot) • How parts of an information al text influence other parts of an information al text (i.e., how individuals influences ideas or events) Writing Mini-lessons: • Synthesize similarities and differences in two articles • Model body paragraph 1		The Sixth Mass Extinction? (Information al Text) Choosing a Warning Label for Human DNA (Information al Text) Why are bees vanishing? (Information al Text) Genetically Modified Salmon: Food or 'Frankenfish'? (Information al Text) Your food choices affect Earth's climate (Information al Text) -	

		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. 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 understanding 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 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. 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.					
	3-4	L.SS.8.1. Demonstrate command of the system and structure of the English language	SWBAT identify different text structure and explain how an author uses	Reading Mini-lessons: • Analyzing text structures (i.e., cause-effect,	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer	Suggested Formative Reading Assessments

		when writing or speaking. 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. 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	them to organize and present ideas SWBAT analyze how an author establishes a point of view and uses tone to shape the reader's understanding of the text. SWBAT explain how an author builds and supports their arguments through the development of key ideas and supporting evidence. SWBAT construct their body paragraphs by using well-chosen informational elaboration techniques. SWBAT	problem-solution) ○ Identify text structure ○ Explain how structure help conveys the author's main points • Establishing a point of view ○ how an author's specific language choices, the presentation of info, and the develop		Choose from the following list of CommonLit articles about Humans and the Environment: Coming: The Sixth Mass Extinction? (Informational Text) Choosing a Warning Label for Human DNA (Informational Text) Why are bees vanishing? (Informational Text) Genetically Modified Salmon: Food or 'Frankenfish'	

		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 understanding 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 research, reflection, metacognition/self-	revise their body paragraphs by adding informational writing transitions that create cohesion.	ment of tone impacts the reader's interpretation • Building and supporting arguments ○ identifying the main claim, supporting details, and evidence used by the author to strengthen their argument Writing Mini-lessons:		? (Informational Text) Your food choices affect Earth's climate (Informational Text) -	

		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 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.		• Elaboration techniques in informational writing (ie. including information such as well-chosen examples, details, dates, and quotes) • Using Transitions for Cohesion in Writing			
		L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or	SWBAT identify text structures in an informational text to locate and integrate key information.	Reading Mini-lessons: • Identifying an author's position on a topic using supporting	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Choose from	Suggested Formative Reading Assessments

		speaking. 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. 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	SWBAT analyze how an author develops their perspective or purpose through key ideas, supporting details, and structural choices. SWBAT analyze how an author acknowledges and responds to conflicting evidence or opposing viewpoints in a text. SWBAT revise their essay by adding word choices that affect their reader. SWBAT revise their essay by varying their sentence structure to engage their	evidence • Analyzing how an author develops their perspective ○ Guide students in understanding how authors build their perspective or purpose by selecting specific evidence, examples, and reasoning, and organizing the		the following list of CommonLit articles about Humans and the Environment: Coming: The Sixth Mass Extinction? (Informational Text) Choosing a Warning Label for Human DNA (Informational Text) Why are bees vanishing? (Informational Text) Genetically Modified Salmon: Food or 'Frankenfish'? (Information	

		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 understanding 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 research, reflection, metacognition/self-	reader.	m in a coherent structure • Acknowledge or respond to conflicting evidence or viewpoints ○ Teach students how authors address counter arguments or conflicting evidence, either by refuting them, conceding points, or offering addi		al Text) Your food choices affect Earth's climate (Informational Text) -	

		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 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.		tional evidence to strengthen their perspective. Writing Mini-lessons: • Deliberate word choices • Varying sentence structure			
January	1-2	L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases	SWBAT use synonyms, antonyms, and analogies to enhance their understanding of word meanings	Reading Mini-lessons: • Exploring word relationships (e.g., synonyms and antonyms,	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Choose from the following	Suggested Formative Reading Assessments

		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, word relationships, and nuances in word meanings. 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	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 utilize Greek ad Latin roots and affixes to decipher unknown words. SWBAT introduce a topic in their writing and effectively preview what is to follow. SWBAT construct an introductory	analogies) • Analyzing word choices for meaning and tone/connation vs. denotation • Greek and Latin roots and affixes Writing Mini-lessons: • Clearly Introducing a Topic and Previewing Content • Model introduction paragraph		list of CommonLit articles about Humans and the Environment: Coming: The Sixth Mass Extinction? (Informational Text) Choosing a Warning Label for Human DNA (Informational Text) Why are bees vanishing? (Informational Text) Genetically Modified Salmon: Food or 'Frankenfish'? (Informational Text)	

		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 understanding or refine final products; focusing on how well purpose and audience have been addressed. W.RW.8.7. Write routinely over extended	paragraph for their essay.			Your food choices affect Earth's climate (Informational Text)	

		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. 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.					
		L.VL.8.3. Determine or clarify the meaning	SWBAT effectively use dictionaries,	Reading Mini-lessons: • Using	Instructional Workshop Model	Research Simulation Graphic	Suggested Formative Reading Assessments

		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. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes)	glossaries, and thesauruses to clarify meanings and improve vocabulary. SWBAT interpret and analyze figurative language and figures of speech within texts. SWBAT write a conclusion that synthesizes key ideas to create a coherent and insightful ending that reinforces the main points. SWBAT construct a conclusion paragraph for their essay.	digital reference materials effectively (i.e., dictionaries, glossaries, and thesauruses) • Figurative language interpretation (e.g., similes, metaphors, personification, idioms) Writing Mini-lessons: • Crafting a Strong Conclusion by Synthesizing Information • Model conclusion paragraph	Suggested Activities/Groups	Organizer Choose from the following list of CommonLit articles about Humans and the Environment: Coming: The Sixth Mass Extinction? (Informational Text) Choosing a Warning Label for Human DNA (Informational Text) Why are bees vanishing? (Informational Text) Genetically Modified Salmon:	

		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 understanding or refine final products; focusing on how well purpose and audience have been addressed.				Food or 'Frankenfish'? (Informational Text) Your food choices affect Earth's climate (Informational Text)	

		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. 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. 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.					
	3-4	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 multiple-	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking	• 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

		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. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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	period 2 by creating SMART goals.				

		analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. 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. 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. 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 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. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content,	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups			

		including technical meanings, choosing flexibly from a range of strategies. L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. 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. 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. 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. 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. 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, 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. 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.					

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".

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.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.