

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

["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.SS.8.1

Demonstrate command of the system and structure of the English language when writing or speaking.

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		Day Five
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Writing Focus
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writing Mini-Lesson
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small Group Instruction/ Individual Conferences
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure

*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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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?	<ul style="list-style-type: none">• 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

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	SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment. SWBAT unpack a text	Reading Mini-lessons: <ul style="list-style-type: none"> • Informational Reading Pre-assessment • Unpacking a Text Dependent Question (TDQ) • Identify and cite various 	Instructional Workshop Model Suggested Activities/Groups	Steps to Unpacking a TDQ Grades 5-8 Informative/Expository Holistic Writing Rubric	<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Informative/Explanatory writing pre-assessment

		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)			
		<p>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.</p> <p>W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments</p>	<p>SWBAT identify and cite various types of textual evidence including explicit statements and inferences based on the text.</p> <p>SWBAT demonstrate their knowledge of informative/ explanatory writing by taking a pre-assessment.</p>	<p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Informative/Explanatory Writing Pre-assessment 			

		<p>, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>SL.PE.8.1. Engage</p>					
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		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.				
	<p>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.</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant</p>	<p>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 informational text.</p> <p>SWBAT connect textual evidence to an open-ended response using the R.A.C.E. method.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Citing evidence from text features (i.e., chart, diagram, graph) Connecting Evidence to Your Answer Strengthening Explanations with Reasoning <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Characteristics of Informative/Explanator 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Informative/Explanatory Exemplar</p> <p>The “E” in R.A.C.E. - Micro Progression (Superman Example)</p> <p>The “E” in R.A.C.E. - Micro Progression (Central Idea Example)</p> <p>Chart: Global CO2 emissions from fossil fuels</p>	<p>Suggested Formative Reading Assessments</p>

		<p>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.</p> <p>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</p>	<p>SWBAT distinguish between weak and strong explanations when using the R.A.C.E. method.</p> <p>SWBAT identify the characteristics of an informative/ explanatory essay.</p> <p>SWBAT analyze the brainstormi ng process for an informative/ explanatory essay.</p>	<p>y exemplar essay</p> <ul style="list-style-type: none"> • Review the brainstormi ng process from the exemplar essay (2nd page of exemplar) 			
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		<p>analysis of relevant content.</p> <p>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.</p> <p>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,</p>					
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		<p>building on others' ideas and expressing their own clearly.</p> <p>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 .</p>					
December	1-2	<p>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.</p> <p>RI.CI.8.2. Determine a</p>	<p>SWBAT identify the central idea of an informational text.</p> <p>SWBAT analyze details that convey the central idea of an informational text.</p> <p>SWBAT distinguish</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> 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 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Research Simulation Graphic Organizer</p> <p>Article 1: Media Consumption Teenagers are rewriting the rules of the news</p> <p>Article 2: Climate Activism Greta Thunberg "a</p>	<p>Suggested Formative Reading Assessments</p>

	<p>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.</p> <p>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.</p>	<p>between central ideas from a text and personal opinions.</p> <p>SWBAT deconstruct a research simulation writing prompt.</p> <p>SWBAT to paraphrase information from their sources in their notes.</p>	<p>Opinions</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer for article 1 and article 2 	<p>bit surprised" to be Time Person of the Year</p> <p>Chart: Global CO2 emissions from fossil fuels</p>	
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		<p>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.</p> <p>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</p>					
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	their own clearly.					
	<p>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.</p> <p>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.</p> <p>RL.IT.8.3. Analyze how particular elements of a text interact</p>	<p>SWBAT construct a concise summary of a text that accurately reflects the central idea and supporting details without personal opinions.</p> <p>SWBAT analyze how particular elements of a literature text influence other elements of the text.</p> <p>SWBAT analyze how particular elements of an informational text influence other elements of the text.</p> <p>SWBAT synthesize similarities and differences</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • 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 informational text influence other parts of an informational text (i.e., how individuals influences ideas or events) <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Synthesize similarities and differences 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Research Simulation Graphic Organizer</p> <p>Article 1: Media Consumption Teenagers are rewriting the rules of the news</p> <p>Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year</p> <p>Chart: Global CO2 emissions</p>	<p>Suggested Formative Reading Assessments</p>

	<p>(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.</p> <p>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.</p>	<p>in two articles on the same topic.</p> <p>SWBAT draft the first body paragraph of their Research Simulation essay.</p>	<p>in two articles</p> <ul style="list-style-type: none">• Model body paragraph 1			
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		<p>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.</p> <p>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;</p>					
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	<p>seeking out assistance, models, sources or feedback to improve understanding or refining final products; focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>SL.PE.8.1. Engage effectively</p>					
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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.					
3-4	<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>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.</p>	<p>SWBAT identify different text structure and explain how an author uses them to organize and present ideas</p> <p>SWBAT analyze how an author establishes a point of view and uses tone to shape the reader’s understanding of the text.</p> <p>SWBAT explain how</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Analyzing text structures (i.e., cause-effect, problem-solution) <ul style="list-style-type: none"> Identify text structure Explain how structure help convey the author’s main 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Research Simulation Graphic Organizer</p> <p>Article 1: Media Consumption Teenagers are rewriting the rules of the news</p> <p>Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year</p> <p>Chart: Global CO2</p>	<p>Suggested Formative Reading Assessments</p>

	<p>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.</p> <p>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</p>	<p>an author builds and supports their arguments through the development of key ideas and supporting evidence.</p> <p>SWBAT construct their body paragraphs by using well-chosen informational elaboration techniques.</p> <p>SWBAT revise their body paragraphs by adding informational writing transitions that create cohesion.</p>	<p>points</p> <ul style="list-style-type: none"> Establishing a point of view <ul style="list-style-type: none"> how an author's specific language choices, the presentation of info, and the development of tone impacts the reader's interpretation Building and supporting arguments <ul style="list-style-type: none"> identifying the main 	<p>emissions from fossil fuels</p>	
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	<p>assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>SL.PE.8.1. Engage effectively in a range of</p>		<p>claim, supporting details, and evidence used by the author to strengthen their argument</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none">• Elaboration techniques in informational writing (ie. including information such as well-chosen examples, details, dates, and quotes)• Using Transitions for Cohesion in Writing			
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	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.					
	<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>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.</p>	<p>SWBAT identify text structures in an informational text to locate and integrate key information.</p> <p>SWBAT analyze how an author develops their perspective or purpose through key ideas, supporting details, and structural choices.</p> <p>SWBAT analyze how an author</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Identifying an author's position on a topic using supporting evidence Analyzing how an author develops their perspective <ul style="list-style-type: none"> Guide students in understanding how authors build their 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Research Simulation Graphic Organizer</p> <p>Article 1: Media Consumption Teenagers are rewriting the rules of the news</p> <p>Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year</p> <p>Chart: Global CO2 emissions</p>	<p>Suggested Formative Reading Assessments</p>

		<p>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.</p> <p>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;</p>	<p>acknowledges and responds to conflicting evidence or opposing viewpoints in a text.</p> <p>SWBAT revise their essay by adding word choices that affect their reader.</p> <p>SWBAT revise their essay by varying their sentence structure to engage their reader.</p>	<p>perspective or purpose by selecting specific evidence , examples, and reasoning, and organizing them in a coherent structure</p> <ul style="list-style-type: none"> • Acknowledge or respond to conflicting evidence or viewpoints <ul style="list-style-type: none"> ○ Teach students how authors address 	<p>from fossil</p>	
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	<p>seeking out assistance, models, sources or feedback to improve understanding or refining final products; focusing on how well purpose and audience have been addressed.</p> <p>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.</p> <p>SL.PE.8.1. Engage effectively</p>		<p>counter arguments or conflicting evidence, either by refuting them, conceding points, or offering additional evidence to strengthen their perspective.</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none">• Deliberate word choices• Varying sentence			
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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.		structure			
January	1-2	<p>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.</p> <p>L.VI.8.4. Demonstrate understanding of figurative language,</p>	<p>SWBAT use synonyms, antonyms, and analogies to enhance their understanding of word meanings and improve vocabulary skills.</p> <p>SWBAT analyze how specific word choices affect the tone of a passage, enhancing their understanding of how language shapes emotion and</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Exploring word relationships (e.g., synonyms and antonyms, analogies) Analyzing word choices for meaning and tone/connotation vs. denotation Greek and Latin roots and affixes <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> Clearly Introducing a Topic and Previewing 	<p>Instructional Workshop Model Suggested Activities/Groups</p>	<p>Research Simulation Graphic Organizer</p> <p>Article 1: Media Consumption Teenagers are rewriting the rules of the news</p> <p>Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time Person of the Year</p> <p>Chart: Global CO2</p>	<p>Suggested Formative Reading Assessments</p>

	<p>word relationships, and nuances in word meanings.</p> <p>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.</p> <p>W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>	<p>intent.</p> <p>SWBAT identify and utilize Greek and Latin roots and affixes to decipher unknown words.</p> <p>SWBAT introduce a topic in their writing and effectively preview what is to follow.</p> <p>SWBAT construct an introductory paragraph for their essay.</p>	<p>Content</p> <ul style="list-style-type: none"> Model introduction paragraph 		emissions from fossil fuels	
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	<p>sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refining final products; focusing on how well purpose and audience have been addressed.</p> <p>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</p>					
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		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 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.	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 Mini-lessons: <ul style="list-style-type: none">• Using digital reference materials effectively (i.e., dictionaries, glossaries, and thesauruses)• Figurative language interpretation (e.g., similes, metaphors, personification, idioms)	Instructional Workshop Model Suggested Activities/Groups	Research Simulation Graphic Organizer Article 1: Media Consumption Teenagers are rewriting the rules of the news Article 2: Climate Activism Greta Thunberg "a bit surprised" to be Time	Suggested Formative Reading Assessments

		<p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SWBAT write a conclusion that synthesizes key ideas to create a coherent and insightful ending that reinforces the main points.</p>	<p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Crafting a Strong Conclusion by Synthesizing Information • Model conclusion paragraph 		<p>Person of the Year</p> <p>Chart: Global CO2 emissions from fossil fuels</p>	
		<p>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.</p>	<p>SWBAT construct a conclusion paragraph for their essay.</p>				
		<p>W.WP.8.4. With some guidance</p>					

		<p>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 refining final products; focusing on how well purpose and audience have been addressed.</p> <p>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</p>					
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	<p>day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> <p>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.</p> <p>SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-</p>					
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		chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.					
	3-4	<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>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.</p> <p>L.VI.8.4. Demonstrate</p>	<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.</p>	<ul style="list-style-type: none"> • Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals 		<p>End of MP Reflection</p> <p>Informative/Explanatory Writing Rubric</p>	<ul style="list-style-type: none"> • LinkIt! Benchmark MP • End of MP Reflection

	<p>understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>RI.CI.8.2. Determine a central idea of an informational text and how it is</p>					
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		<p>conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a</p>					
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	<p>point of view or builds supporting arguments through text structure.</p> <p>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.</p> <p>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</p>					
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		<p>information through the selection, organization , and analysis of relevant content.</p> <p>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.</p>					
		<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>	<p>SWBAT transfer their understanding of the unit's standards by completing an end of marking period project.</p>	<p>Enrichment & Intervention Week (based on BM 2 data):</p> <ul style="list-style-type: none"> • Enrichment project • Intervention groups 			

		<p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>	<p>SWBAT review the unit's standards by participating in a teacher-led small group.</p>				
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		<p>meanings.</p> <p>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.</p> <p>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</p>					
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		<p>personal opinions or judgments.</p> <p>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.</p> <p>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.</p>					
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		<p>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.</p> <p>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.</p>					
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		<p>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.</p> <p>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</p>					
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		expressing their own clearly.					
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Spiraling for Mastery

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

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.