LMS ELA 8 Unit 2

Content Area: Course(s): ELA

Time Period: Length:

MP2

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".

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

^{*}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.

- 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: o Comprehension microskills o Tier I instructional practices o Engagement toolkit o 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

Mo nth	We eks	Standard s	Suggested Learning Targets	Mini-Lesson Skills	Sugges ted Activiti es	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 preassessment. 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 Minilessons: Information al Reading Preassessment Unpacking a Text Dependent Question (TDQ) Identify and cite various types of textual evidence (implicit and explicit) Writing Minilessons: Informative /Explanator y Writing Preassessment	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 information al text says explicitly, as well as inferences drawn from the text.	their knowledge of informative/ explanatory writing by taking a pre- assessment.		
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			

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to stro suppo analys multip aspec what a literar says explic well a infere	charts, graphs, and diagrams, to support an analysis of both explicit and inferred ideas in an information al text. charts, graphs, and diagrams, to support an analysis of both explicit and inferred ideas in an information al text. citly as	from text features (i.e., chart, diagram, graph) • Connecting Evidence to Your Answer • Strengtheni ng Explanation s with Reasoning	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)	
of tex evider and modern relevation connection (inclusinformal text features such a charts graph diagraph diagr	range tual using the R.A.C.E. method. SWBAT distinguish between weak and strong explanations, s, and ams) trongly ort an sis of ole ts of an informative/explanatory essay.	Writing Minilessons: • Characterist ics of Informative /Explanator y exemplar essay • Review the brainstorming process from the exemplar essay (2nd page of exemplar)			
W.IW	SWBAT analyze the				

					7
Write	brainstormi				
informative/					
explanatory	for an				
texts	informative/				
(including	explanatory				
(including	explanatory				
the narration	essay.				
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					
 	I		I	<u> </u>	_

of discipline- specific tasks, purposes,					
audiences.					
Engage effectively in a range of					
e discussions (one-on-					
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, quantitativel y, orally)					
and evaluate the motives (e.g., social, commercial,					
	discipline- specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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,	discipline- specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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,	discipline- specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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,	discipline-specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborative e discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own 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,	discipline- specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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,

		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 information al text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SWBAT identify the central idea of an information al text. SWBAT analyze details that convey the central idea of an information al text. SWBAT distinguish between central ideas from a text and personal opinions. SWBAT deconstruct a research simulation writing prompt.	Reading Minilessons: • Identify central idea in both article 1 and article 2 • Analyzing details that convey the central idea • Distinguishing Between Central Ideas from the text and Personal Opinions Writing Minilessons: • Introduce the unit's Research Simulation • Research Simulation • Research Simulation Graphic Organizer for article 1	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer Choose from the following list of CommonLit articles about Humans and the Environmen t: Coming: The Sixth Mass Extinction? (Information al Text) Choosing a Warning Label for Human DNA (Information al Text)	Suggested Formative Reading Assessments
		W.IW.8.2. Write informative/ explanatory texts (including	paraphrase information from their sources in their notes.	for article 1 and article 2		Why are bees vanishing? (Information	

the narration		al Text)	
of historical		,	
events,			
scientific			
		Genetically	
procedures/		Modified	
experiments		Salmon:	
, or			
technical		Food or	
processes)		'Frankenfish'	
to examine		<u>?</u>	
a topic and			
convey		(Information	
ideas,		al Text)	
concepts,			
and			
information			
		Your food	
through the		choices	
selection,		affect	
organization		Earth's	
, and		climate	
analysis of		<u> </u>	
relevant		(Information	
content.		al Text)	
		di Text)	
		-	
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,			
'			

1					
and audiences.					
addictions.					
SL.PE.8.1. Engage effectively in a range of collaborativ e discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.					
RL.CI.8.2. 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 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	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer Choose from the following list of CommonLit articles about Humans and the Environmen t: Coming:	Suggested Formative Reading Assessments

al tex how a convertible throu partic detail provi summent the tex distint from perso opini	eyed ligh cular ls; de a mary of ext net swBAT analyze how particular elements of an information	plot) • How parts of an information al text influence other parts of an information al text (i.e., how individuals influences ideas or events)	The Sixth Mass Extinction? (Information al Text) Choosing a Warning Label for Human DNA (Information al Text)	
Analy how partice elements a text interaction (e.g., setting shape characters) or plot ideas influence indiverse or events across multity types inclusions.	swBAT synthesize similarities and differences in two articles on the same topic. SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay. Signed text is, ding is ry and mation its.	Writing Minilessons: • Synthesize similarities and differences in two articles • Model body paragraph 1	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)	
Anal				

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.			
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			
galaction			
selection,			
organization			

, and			
analysis of			
relevant			
content.			
W.WP.8.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning,			
sustaining			
effort to			
complete			
complex			
writing			
tasks;			
seeking out			
assistance,			
models,			
sources or			
feedback to			
improve			
understandi			
ng or refine			
final			
products;			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
W.RW.8.7.			
Write			
routinely			
over			
extended			
time frames			
(time for			
research,			
reflection,			
Terrection,			

metacogniti on/self- correction, and revision) and shorter time frames (a single	
correction, and revision) and shorter time frames	
and revision) and shorter time frames	
revision) and shorter time frames	
and shorter time frames	
time frames	
(a single	
(a single	
sitting or a	
day or two)	
for a range	
of of	
discipline-	
specific	
tasks,	
purposes,	
and	
audiences.	
CL DE 0.1	
SL.PE.8.1.	
Engage	
effectively	
in a range of	
collaborativ	
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.	
L.SS.8.1. SWBAT Reading Mini- Instructi	
of the toyt a Analyzing n Model Counting Suggested	
3-4 of the text Analyzing p wodel Graphic Formative Re	iding
system and structure text <u>Suggeste</u> <u>Organizer</u> Assessments	
structure of and explain structures <u>a</u>	
the English how an (i.e., cause-	
language author uses effect, <u>s/Groups</u>	

	I			
when	them to	problem-		
writing or	organize	solution)		
speaking.	and present	7.1	Choose from	
	ideas	o Iden		
		tify	the	
DI TO 0 4		text	following	
RI.TS.8.4.	CALID A.E.	stru	list of	
Analyze and		ctur	CommonLit	
explain how	analyze how	e	articles	
an author	an author	5 1	about	
organizes,	establishes a	o Expl	Humans and	
develops	point of	ain	the	
and presents	view and	how	Environmen	
ideas,	uses tone to	stru	t:	
establishes a	shape the	ctur	2	
point of	reader's	e		
view or	understandi	help		
builds	ng of the	con	Coming:	
supporting	text.	veys	The Sixth	
arguments		the	Mass	
through text		auth	Extinction?	
structure.	SWBAT	or's	<i>(</i> 7.0	
		mai	(Information	
	explain how an author	n	al Text)	
W.IW.8.2.	builds and	poin		
Write		ts		
informative/	supports their		Choosing a	
		• Establishin	Warning	
explanatory texts	arguments	g a point of	Label for	
	through the developmen	view	Human	
(including the narration		- 1	DNA	
of historical	ideas and	o how	DIVI	
events,	supporting	an	(Information	
scientific	evidence.	auth or's	al Text)	
procedures/	evidence.		,	
experiments		spec ific		
, or		lang		
technical	SWBAT	uage	Why are	
processes)	construct	choi	<u>bees</u>	
to examine	their body	ces,	vanishing?	
a topic and	paragraphs	the	(T. C	
convey	by using	pres	(Information	
ideas,	well-chosen	enta	al Text)	
concepts,	information	tion		
and	al	of		
information	elaboration	info,	Genetically	
through the	techniques.	and	Modified	
selection,		the	Salmon:	
organization		deve	Food or	
, and	GWID + T	lop	<u>'Frankenfish'</u>	
analysis of	SWBAT	10p		

relevant	revise their	men	<u>?</u>	
content.	body	t of	_	
	paragraphs	tone	(Information	
	by adding	imp	al Text)	
	information	acts	ĺ	
W.WP.8.4.	al writing	the		
With some	transitions	read		
guidance	that create	er's	Your food	
and support	cohesion.	inter	choices	
from peers	concsion.	pret	affect	
and adults,		atio	Earth's	
develop and			climate	
strengthen		n		
writing as		Building	(Information	
needed by		and	al Text)	
planning,		supporting		
sustaining		arguments	_	
effort to		arguilleilis		
complete		o iden		
complex		tifyi		
writing		ng		
tasks;		the		
seeking out		mai		
assistance,		n		
models,		clai		
sources or		m,		
feedback to		supp		
improve		ortin		
understandi		g		
ng or refine		deta		
final		ils,		
products;		and		
focusing on		evid		
how well		ence		
purpose and		used		
audience		by		
have been		the		
addressed.		auth		
Jaar VSSVA.		or to		
		stre		
		ngth		
W.RW.8.7.		en		
Write		their		
routinely		argu		
over		men		
extended		t		
time frames		l l		
(time for				
research,				
reflection,		Writing Mini-		
metacogniti		lessons:		
on/self-				

correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)		 Elaboration techniques in information al writing (ie. including information such as well-chosen examples, details, dates, and quotes) Using Transitions for Cohesion in Writing 			
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	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	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer Choose from	Suggested Formative Reading Assessments

speaking.		evidence	the	
			following	
		 Analyzing 	list of	
		how an	CommonLit	
RI.PP.8.5.	SWBAT	author	articles	
Analyze	analyze how	develops	about	
how an	an author	their	Humans and	
author	develops	perspective	the	
conveys or	their	perspective	Environmen	
develops	perspective	o Gui		
their	or purpose	de	t:	
perspective	through key	stud	2	
or purpose	ideas,	ents	2	
in a text and	supporting	in		
	details, and		Coming:	
by	structural	und	The Sixth	
acknowledg		ersta	Mass	
ing and	choices.	ndin	Extinction?	
responding		g	(Z. 0	
to		how	(Information	
conflicting	SWBAT	auth	al Text)	
evidence or		ors		
viewpoints.	analyze how	buil		
	an author	d		
	acknowledg	their	Choosing a	
*******	es and	pers	Warning	
W.IW.8.2.	responds to	pect	<u>Label for</u>	
Write	conflicting	ive	<u>Human</u>	
informative/	evidence or	or	<u>DNA</u>	
explanatory	opposing	purp		
texts	viewpoints	ose	(Information	
(including	in a text.	by	al Text)	
the narration		sele		
of historical		ctin		
events,	~***	g		
scientific	SWBAT	spec	Why are	
procedures/	revise their	ific	<u>bees</u>	
experiments	essay by	evid	vanishing?	
, or	adding word		(T. 0	
technical	choices that	ence	(Information	
processes)	affect their	,	al Text)	
to examine	reader.	exa		
a topic and		mpl		
convey		es,	G 11	
ideas,		and	Genetically	
concepts,	SWBAT	reas	Modified	
and	revise their	onin	Salmon:	
information	essay by	g,	Food or	
	varying	and	'Frankenfish'	
through the	their	orga	<u>?</u>	
selection,	sentence	nizi		
organization	structure to	ng	(Information	
, and	engage their	the		
analysis of	Sigo men			

			1 \	
relevant	reader.	m in	al Text)	
content.		a		
		cohe		
		rent	Your food	
W.WP.8.4.		stru	choices	
With some		ctur	affect	
guidance		e	Earth's	
and support		A 1 1 1	<u>climate</u>	
from peers		Acknowled	Cimate	
and adults,		ge or	(Information	
develop and		respond to	al Text)	
strengthen		conflicting	1)	
writing as		evidence or		
needed by		viewpoints		
planning,		o Tea		
sustaining,		ch		
effort to		stud		
complete		ents		
complex		how		
writing		auth		
tasks;		ors		
seeking out		addr		
assistance,		ess		
models,		cou		
sources or		nter		
feedback to		argu		
improve		men		
understandi		ts or		
ng or refine		conf		
final		licti		
products;		ng		
focusing on		evid		
how well		ence		
purpose and				
audience		eith		
have been		er		
addressed.		by		
		refut		
		ing		
		the		
W.RW.8.7.		m,		
Write		conc		
routinely		edin		
over		g		
extended		poin		
time frames		ts,		
(time for		or		
research,		offe		
reflection,		ring		
metacogniti		addi		
on/self-				

		correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborative 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.		tion al evid ence to stre ngth en their pers pect ive. Writing Minilessons: Deliberate word choices Varying sentence structure			
Janu ary	1-2	L.VL.8.3. Determine or clarify the meaning of unknown and multiplemeaning words or phrases	SWBAT use synonyms, antonyms, and analogies to enhance their understandi ng of word meanings	Reading Minilessons: • Exploring word relationship s (e.g., synonyms and antonyms,	Instructi onal Worksho p Model Suggeste d Activitie s/Groups	Research Simulation Graphic Organizer Choose from the following	Suggested Formative Reading Assessments

based on	and improve	analogies)	list of	
grade 8	vocabulary		CommonLit	
reading and	skills.	 Analyzing 	articles	
content,		word	about	
including		choices for	Humans and	
technical		meaning	the	
meanings,	SWBAT	and	Environmen	
choosing	analyze how	tone/connat	t:	
flexibly	specific	ion vs.		
from a	word	denotation	2	
range of	choices		_	
strategies.	affect the	 Greek and 	Coming:	
	tone of a	Latin roots	The Sixth	
	passage,	and affixes	Mass	
	enhancing		Extinction?	
L.VI.8.4.	their	Writing Mini-	<u> </u>	
Demonstrat	understandi	lessons:	(Information	
e	ng of how		al Text)	
understandi	language	Clearly	,	
ng of	shapes	Introducing		
figurative	emotion and	a Topic and		
language,	intent.	Previewing	Choosing a	
word		Content	Warning	
relationship			Label for	
s, and		• Model	<u>Human</u>	
nuances in	SWBAT	introduction	<u>DNA</u>	
word	identify and	paragraph		
meanings.	utilize		(Information	
	Greek ad		al Text)	
	Latin roots			
	and affixes			
W.IW.8.2.	to decipher			
Write	unknown		Why are	
informative/	words.		<u>bees</u>	
explanatory			vanishing?	
texts			(T. C	
(including			(Information	
the narration	SWBAT		al Text)	
of historical	introduce a			
events,	topic in			
scientific	their writing		Genetically	
procedures/	and		Modified Modified	
experiments	effectively		Salmon:	
, or	preview		Food or	
technical	what is to		'Frankenfish'	
processes)	follow.			
to examine			?	
a topic and			(Information	
convey	CMADAT		al Text)	
ideas,	SWBAT			
concepts,	construct an			
and	introductory			
		<u> </u>		<u> </u>

I				
information	paragraph		Your food	
through the	for their		choices	
selection,	essay.		affect	
organization			Earth's	
, and			climate	
			Cilliate	
analysis of			(Information	
relevant			(Information	
content.			al Text)	
W.WP.8.4.				
With some				
guidance				
and support				
from peers				
and adults,				
develop and				
strengthen				
writing as				
needed by				
planning,				
sustaining				
effort to				
complete				
complex				
writing				
tasks;				
seeking out				
assistance,				
models,				
sources or				
feedback to				
improve				
understandi				
ng or refine				
final				
1				
products;				
focusing on				
how well				
purpose and				
audience				
have been				
addressed.				
W.RW.8.7.				
Write				
routinely				
over				
extended				

		I			
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.					
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.	SWBAT	Reading Mini-	Instructi		
Determine	effectively	lessons:	onal	Research	Suggested
or clarify	use	10000110.	Worksho	Simulation	Formative Reading
the meaning	dictionaries,	• Using	p Model	<u>Graphic</u>	<u>Assessments</u>
and meaning		55,1116	Pinouci	<u> </u>	

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.	glossaries, and thesauruses to clarify meanings and improve vocabulary. SWBAT interpret and analyze figurative language and figures of speech within texts.	digital reference materials effectively (i.e., dictionaries , glossaries, and thesauruses) • Figurative language interpretatio n (e.g., similes, metaphors, personificat ion, idioms)	Suggeste d Activitie s/Groups	Choose from the following list of CommonLit articles about Humans and the Environmen t:	
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		Coming: The Sixth Mass Extinction? (Information al Text) Choosing a Warning Label for Human DNA (Information	
W.IW.8.2. Write informative/ explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes)	SWBAT construct a conclusion paragraph for their essay.			Why are bees vanishing? (Information al Text) Genetically Modified Salmon:	

	1		
to examine		Food or	
a topic and		'Frankenfish'	
convey		$\frac{2}{2}$	
ideas,		-	
concepts,		(Information	
and		al Text)	
information			
through the			
selection,		Your food	
organization		choices	
, and		affect	
analysis of		Earth's	
relevant			
content.		<u>climate</u>	
		(Information	
		al Text)	
W.WP.8.4.			
With some			
guidance			
and support			
from peers			
and adults,			
develop and			
strengthen			
writing as			
needed by			
planning,			
sustaining			
effort to			
complete			
complex			
writing			
tasks;			
seeking out			
assistance,			
models,			
sources or			
feedback to			
improve			
understandi			
ng or refine			
final			
products;			
focusing on			
how well			
purpose and			
audience			
have been			
addressed.			
	1		

П	I	I I	I	I	П
	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.				
	CL DE 0.1				
	SL.PE.8.1.				
	Engage				
	effectively				
	in a range of				
	collaborativ				
	e discussions				
	1				
	(one-on-				
	one, in				
	groups, and teacher-led)				
	with diverse				
	partners on				
	grade 8				
	topics, texts,				
	and issues,				
	building on others' ideas				
	and				
	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 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-	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	 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

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	aning	period 2 by			
		creating			
		SMART			
		goals.			
	de 8				
	ding and				
	ntent,				
inc	luding				
tec	hnical				
me	anings,				
cho	oosing				
	xibly				
	m a				
ran	ige of				
	ategies.				
L.V	VI.8.4.				
De	monstrat				
e					
und	derstandi				
ng					
fig	urative				
	guage,				
wo					
1 1 1	ationship				
s, a					
	ances in				
wo					
	anings.				
	annigs.				
$ \qquad \qquad $ RI.	CR.8.1.				
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of	textual				
	dence				
	d make				
1 1 1	ar and				
1 1 1	evant				
	nections				
	cluding				
	ormation				
1 1 1	ext				
	tures				
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	arts,				
	phs, and				
d1a	grams)				
	t strongly				
sup	port an				

analysis of			
multiple			
aspects of			
what an			
information			
I I			
al text says			
explicitly,			
as well as			
inferences			
drawn from			
I I			
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			
I I			
personal			
opinions or			
judgments.			
RI.IT.8.3.			
Analyze			
how			
particular			
elements of			
I I			
a text			
interact			
(e.g., how			
contexts			
influence			
individuals			
or events, or			
how			
individuals			
influence			
ideas or			
		 L	I.

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.			
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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			

				ı
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			
L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	understandi ng of the unit's standards by completing an end of marking period project. SWBAT review the unit's	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups		
L.VL.8.3. Determine or clarify the meaning of unknown and multiple- meaning words or phrases based on grade 8 reading and content,	standards by participating in a teacher-led small group.			

including			
including			
technical			
meanings,			
choosing			
on: 1. 1			
flexibly			
from a			
range of			
stratogies			
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,			
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as well as			1
inferences			
drawn from			
the text.			
the text.			
RI.CI.8.2.			
Determine a			
central idea			
of an			
information			
al text and			
how it is			
conveyed			
through			
particular			
details;			
provide a			
summary of			
the text			
distinct			
from			
personal			
opinions or			
judgments.			
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			
interury und			╝

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RI.TS.8.4.			
Analyze and			
explain how			
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an author			
organizes,			
develops			
and presents			
ideas,			
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establishes a			
point of			
view or			
builds			
supporting			
arguments			
through text			
structure.			
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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.			
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W.IW.8.2.			
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Write			
informative/			
explanatory			
texts			
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(including			
the narration			

o	f historical			
1 1 1	vents,			
	cientific			
	rocedures/			
	xperiments			
	or			
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	rocesses)			
	o examine			
	topic and			
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	deas,			
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	nd			
	nformation			
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	election,			
	rganization			
	and			
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	elevant			
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W	V.RW.8.7.			
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	ver			
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	eflection,			
m	netacogniti			
O	n/self-			
	orrection,			
	nd			
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	me frames			
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	itting or a			
	ay or two)			
	or a range			
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	iscipline-			
sr	pecific			
	asks,			
	urposes,			
	nd			

audiences.			
SL.PE.8.1.			
Engage			
effectively			
in a range of			
collaborativ			
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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".

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.