LMS ELA 8 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Literature

Theme: Taking Chances

Anchor Text: The Outsiders by S.E. Hinton

Writing Genre Focus: Literary Analysis (Argumentative)

Literary Analysis One Pager

Literary Analysis Resources

Pacing Guide: Unit 3

Reading Pre-assessment: Unit 3

Writing Pre-assessment: Literary Essay Pre-Assessment

Benchmark: Unit 3

2024-2025 MP3 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.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
RL.MF.8.6	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RL.CT.8.8	Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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.ES.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
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 Indivic 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 Taking Chances. The recommended texts for this unit include "The Outsiders" by S.E. Hinton and other fiction and non-fiction texts from district-approved materials. By exploring these examples, students will evaluate characters who take risks and make bold decisions, reflecting on the consequences and personal growth that result from these actions. By the end of this unit, students will understand that taking chances involves navigating risk and uncertainty, leading to potential failure or success,

and fostering personal growth and resilience.

Student mastery will be evaluated through a benchmark test assessing their ability to analyze the structures of both fiction and nonfiction texts, cite textual evidence, draw conclusions, and interpret central ideas. The unit will also assess students' proficiency in argumentative writing, emphasizing their ability to explore topics thoroughly and articulate ideas clearly and persuasively. Additionally, students will engage in discussions and collaborative activities to demonstrate their understanding of taking chances. These activities will foster critical thinking, reading, writing, and communication skills essential for their academic growth and personal development.

Enduring Understandings

Overarching Understanding

Taking chances often involves risk, uncertainty, and the potential for both failure and success. Propaganda and censorship influence the decisions we make.

Content Specific	Skills Specific
• Characters take risks and make bold decisions and reflect on the consequences and personal growth that result from these actions. • In many historical cases we see that power has the ability to trump humanity. • The use of propaganda has been used to mislead the public in many different situations.	• Engaging in argumentative writing, students will develop the ability to present and defend their viewpoints effectively, using evidence from texts to support their claims. • Analyze two texts that have conflicting information and decide whether it differs in fact or interpretation. • Evaluate an argument and its claims and assess whether the reasoning is relevant.

Essential Questions

Overarching Understanding

What does it mean to take a chance, and why is it important in life?

How does censorship and propaganda shape the decisions we make?

Content Specific	Skills Specific
• How do characters in "The Outsiders" take risks, and what are the outcomes of their actions? • What motivates individuals to take chances, and how do these decisions impact their lives and the lives of others? • How has history proven that power has the ability to trump humanity? • In what ways has propaganda been used to mislead the public in many different situations?	• How can we use evidence from texts to support our arguments effectively? • What strategies can we use to develop a well-structured and persuasive argument? • How do fiction and nonfiction texts provide different perspectives on the theme of taking chances? • How can I analyze two texts that have conflicting information and decide whether it differs in fact or interpretation?

Key Resources

Novel:

- The Outsiders by S.E. Hinton

ML Novel (WIDA Levels 1 & 2):

- The Lightening Thief by Rick Riordan (graphic novel)

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

Informational texts from district-approved resources.

Play:

- 12 Angry Men
- Diary of Anne Frank

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Month	Weeks	Standard	Suggested Learning Targets	Mini-lesson T

February	**1-2**	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. 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. 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. 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. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to	• SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. • SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment. • SWBAT identify the characteristics of a literary essay. • SWBAT identify the characteristics of an argumentative essay. • SWBAT analyze the argumentative writing rubric.	Pre-assessments: • Reading & W assessment Language Mini-lesso • Print and digit materials to cl meanings and pronunciation Writing Mini-lessons • Characteristic argumentative writing • Review argun exemplar • Review the ar essay rubric

		support claims with clear reasons and relevant evidence. 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.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		

		RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). 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. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. SL.ES.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of	• SWBAT analyze and reflect on how the author's idea is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. • SWBAT analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader. • SWBAT determine the meaning of unknown words by using context clues. • SWBAT write an argument on a topic by formulating a clear claim. • SWBAT support their claim by using appropriate reasons and evidence.	Reading Mini-lessons • Reflect on hov background ar influence thei characters, tir • Identifying di character pers • Recognizing t or reader's per Language Mini-lesso • Meaning of ur words using c Writing Mini-lessons • Formulating a • Organizing re evidence logic support claims

		the evidence and identifying when irrelevant evidence is introduced. 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	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. 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. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science,	• SWBAT identify key elements of a text in at least two different texts. • SWBAT analyze the interactions and influence of textual elements. • SWBAT summarize a text objectively by not including their own opinions or judgments. • SWBAT determine the meaning of unknown words by using word parts like affixes. • SWBAT introduce claims about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claims, and organize reasons and evidence logically. • SWBAT evaluate the credibility of a source.	Reading Mini-lessons • Identify key e text (e.g., setti characters, plo two different t • Analyze how elements inter influence eacl • Summarize th incorporating opinions or ju Language Mini-lesso • Common Gre affixes to dec meanings of u words Writing Mini-lessons • Introduce the and engage th • Evaluating so credibility

		technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 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.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style. RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 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.	• SWBAT compare and contrast the structure of texts. • SWBAT analyze how the differing structure of each text contributes to its meaning, tone, and style. • SWBAT analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader. • SWBAT support claims with logical reasoning and relevant evidence. • SWBAT use accurate data and credible sources to demonstrate an understanding of the topic or text.	Reading Mini-lessons • Understanding structures (e.g chronological, effect, problem solution) • Recognizing h structure influ interpretation • Analyzing an perspective or Writing Mini-lessons • Identification integration of accurate data a • Quoting and evidence

March	**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.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 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.	• SWBAT determine a central idea of an informational text and how it is conveyed through particular details. • SWBAT determine a theme of a literary text and how it is conveyed through particular details • SWBAT connect evidence to their interpretations or explanations by using R.A.C.E. • SWBAT analyze the impact of specific word choices on meaning and tone, including how analogies or allusions to other texts contribute to the text. • SWBAT distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute) to understand their nuanced meanings. • SWBAT analyze the relationship between their claim, their textual evidence, and their reasoning in their body paragraphs. • SWBAT acknowledge the opposing viewpoint of the claim in their essay.	Reading Mini-lessons • Identify the ce of a literary te • Explain how s details suppor • Make clear co between the e their interpreta Language Mini-lesso • Word choices meaning and t • Connotation v Writing Mini-lessons • The relationsh claims, evider reasoning • Recognizing c viewpoints - c

		RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., verbal irony, puns) in context. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 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,	• SWBAT analyze and reflect on how the author's idea in fiction and literary nonfiction texts is shaped by the author's emphasis on different evidence. • SWBAT analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony). • SWBAT interpret figures of speech (e.g., verbal irony, puns) in context to understand their meaning and effect. • SWBAT construct a counterclaim and rebuttal in their essay. • SWBAT use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.	Reading Mini-lessons • Compare inter across differer texts (literary informational) • Understanding of dramatic ir Language Mini-lesso • Understanding interpreting fi speech, such a irony and pun Writing Mini-lessons • Recognizing c viewpoints - r • Using transitio phrases, and c create cohesio

		building on others' ideas and expressing their own clearly.		

	3-4	RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work. L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words to better understand each of the words. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence D. Establish and maintain a formal or academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. 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.	• SWBAT evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums. • SWBAT compare and contrast the representation of various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work. • SWBAT use the relationship between particular words to deepen their understanding of each word's meaning. • SWBAT analyze the impact of specific word choices on meaning and tone, including how analogies or allusions to other texts contribute to the text. • SWBAT provide a concluding statement or section that follows from and supports the argument presented. • SWBAT establish and maintain a formal or academic style, approach, and form in their writing.	Reading Mini-lessons • Evaluate choi authors and di presenting a k both print and • Compare and perspectives p two different a mediums Language Mini-lesso • Word Relatio Exploring hov meanings of w connected and enhance comp • Word Choice Analyzing hov word choices meaning and t Writing Mini-lessons • Summarizing and emphasizi significance o in a conclusio • Use of formal tone in writing

		RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. B. Form and use verbs in the active and passive voice. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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	• SWBAT form and use verbs in the active and passive voice. • SWBAT recognize and correct inappropriate shifts in verb voice and mood. • SWBAT form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. • SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar. • SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.	Reading Mini-lessons • Compare and fictional narra historical texts understand dif perspectives o event or perio Language Mini-lesso • Verb Voice: A Passive voice • Verbs in diffe and moods eff • Verb Mood: I Imperative, In Conditional, S Mood • Verbals: Geru Participles, In • Punctuation: C Ellipses, & Da Writing Mini-lessons • Editing: Gran • Editing: Punc

		improve understanding or refine final products; focusing on how well purpose and audience have been addressed. 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.		

April	**1-2**	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. 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. 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. W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. 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	• 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 period 3 by creating SMART goals.	• Reading & W benchmark M • End of MP ref • Creating SMA

		expressing their own clearly.		

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using vocabulary in context. Identifying central ideas and themes. Constructing coherent essays with clear arguments.	Analyzing word choice, connotation, and figurative language in texts. Analyzing characters' decisions, plot developments, and themes. Developing and defending arguments with evidence, comparing conflicting texts.

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the 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.

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".

6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsPR.3	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.