

# 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:** Argumentative

**Pacing Guide:** Unit 3

**Pre-assessment:** Unit 3

**Benchmark:** Unit 3

## 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.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.
- ELA.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).
- ELA.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.
- ELA.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.
- ELA.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.
- ELA.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.
- 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.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.
- 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.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.
- 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 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.

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• Characters take risks and make bold decisions and reflect on the consequences and personal growth that result from these actions.</li><li>• In many historical cases we see that power has the ability to trump humanity.</li><li>• The use of propaganda has been used to mislead the public in many different situations.</li></ul>	<ul style="list-style-type: none"><li>• Engaging in argumentative writing, students will develop the ability to present and defend their viewpoints effectively, using evidence from texts to support their claims.</li><li>• Analyze two texts that have conflicting information and decide whether it differs in fact or interpretation.</li><li>• Evaluate an argument and its claims and assess whether the reasoning is relevant.</li></ul>

## **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?

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• How do characters in "The Outsiders" take risks, and what are the outcomes of their actions?</li><li>• What motivates individuals to take chances, and how do these decisions impact their lives and the lives of others?</li><li>• How has history proven that power has the</li></ul>	<ul style="list-style-type: none"><li>• How can we use evidence from texts to support our arguments effectively?</li><li>• What strategies can we use to develop a well-structured and persuasive argument?</li><li>• How do fiction and nonfiction texts provide different perspectives on the theme of taking chances?</li></ul>



February	1-2		SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>
			SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Writing Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• Argumentative essay writing pre-assessment</li> </ul>
	3-4			<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				<p>Reading Mini-lessons:</p> <p>Writing Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
March	1-2			<p>Reading Mini-lessons:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading</a></li> </ul>

				Writing Mini-lessons:	<a href="#">Suggested Activities/Groups</a>		<a href="#">Assessments</a>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
April	1		SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.	<ul style="list-style-type: none"> <li>Reading benchmark MP 3</li> <li>Writing benchmark MP 3</li> <li>End of MP reflection</li> <li>Creati</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">End of MP Reflection</a></li> <li><a href="#">Argumentative Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>LinkIt! Benchmark MP 3</li> <li>End of MP Reflection</li> </ul>

			SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.	ng SMART goals			
--	--	--	---	----------------	--	--	--

**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 NJSL-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".

SCI.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.

SOC.6.3.8.CivicsPR.3

Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

SOC.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.