LMS ELA 8 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Who Am I?

Anchor Text: Informational Articles

Writing Genre Focus: Informative/Explanatory (Research)

Informative Writing Resources

Pacing Guide: Unit 4

Pre-assessment: Unit 4

Benchmark: Unit 4

2024-2025 MP4 Benchmark Writing Exemplars

Targeted ELA Standards

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

L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.8.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.8.3	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.8.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RL.CI.8.2	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
RI.MF.8.6	Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.
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.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.WP.8.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.PI.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
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 revolves around Who Am I. Recommended texts include informational texts from district-approved materials. Through these texts, students will learn about exploring identity and allowing individuals to understand and articulate their unique attributes, experiences, and roles within society. By the end of this unit, students will understand that the Social Hierarchy of each society has been evident for centuries and attempts to force individuals to conform to the norms that are set.

Mastery of this unit will be demonstrated through a culminating project where students select a topic, conduct

research, and collaborate with classmates. This project will include writing a research essay supported by reasons and evidence from credible sources. This research essay will evaluate students' ability to integrate information from multiple texts on the same topic and their ability to analyze and synthesize information in order to write about that topic. Additionally, mastery will be assessed through a benchmark test evaluating students' ability to determine the structures of informational texts, cite textual evidence, draw conclusions, and analyze the central idea.

Enduring Understandings

Overarching Understanding

Exploring identity allows individuals to understand and articulate their unique attributes, experiences, and roles within society.
Social acceptance may sometimes require some sacrifice of personal honor.

Content Specific	Skills Specific
• Through our studies, we'll explore different parts of personal identity like culture, values, and roles in society, aiming to understand how these shape who we are. • The Social Hierarchy of each society has been evident for centuries and attempts to force individuals to conform to the norms of that are set.	• Engaging in informative/explanatory writing, students will develop research skills to gather and synthesize information from multiple sources, articulate their own identity and perspectives, and communicate their findings effectively. • Good Readers can analyze how modern works of fiction take themes, patterns of events, character types etc.. from historical writings and make it new. • Good Readers are able to cite textual evidence to support their analysis about what the text says and infers.

Essential Questions

Overarching Understanding

What factors contribute to individual identity?

Why might people hide their true selves?

What is more important individuality or social acceptance?

Content Specific	Skills Specific
• How do various sources portray different aspects of identity, such as cultural background and societal influences? • What role do personal experiences and beliefs play in shaping individual identity? • How do Social influences force individuals to conform to the norms of that are set?	• How can research and analysis of informational texts deepen our understanding of themes? • What strategies are effective in communicating identity and its complexities through informative/explanatory writing? • How can good readers analyze how modern works of fiction and non-fiction take themes, patterns of events, character types etc.. from historical writings and make it new? • How can good readers determine the theme or central idea, and analyze how it develops throughout the text?

Key Resources

Newsela text:

- Black soldiers are honored, name by name, at a Civil War battlefield

Informational texts from district-approved resources.

Additional instructional resources:

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

Lexia Aspire Resources:

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

words, dialogue, counterclaims, editing

Supplementary Resources

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	
April	1-2	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. W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed. 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 demonstrate their knowledge of reading a nonfiction text by taking a pre-assessment. SWBAT demonstrate their knowledge of informational writing by taking a pre-assessment. SWBAT review the categories and criteria in the informational writing rubric. SWBAT identify and use digital tools on the Pearson practice test platform. SWBAT navigate between two texts to compare and integrate information.	Pre-asse • I • V Writing • I V • I V Test Pre • I I • I t

		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. 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.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 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.	SWBAT identify and cite multiple pieces of textual evidence from a text to support their analysis. SWBAT utilize informational text features to support their analysis. SWBAT determine the meaning of unknown words by identifying Greek and Lation affixes and roots. SWBAT formulate clear questions to begin their research project. SWBAT identify and utilize multiple sources of information to answer their research questions.	Reading • I • I Languag • I Writing • I • I
3-4		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.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 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.AS.8.6. Adapt speech to a variety of	SWBAT identify the central idea of an informational text. SWBAT analyze how specific details of a text convey the central idea. SWBAT develop additional research questions related to their initial inquiry to deepen their exploration of their chosen research topic. SWBAT gather information from a variety of print and digital sources on their chosen research topic. SWBAT practice various types of questions that they will see on the NJSLA assessment.	Reading • I • A Writing • I • I

		contexts and tasks, demonstrating command of formal English when indicated or appropriate.		NJSLA • I c c • I t f
		RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts. RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 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.	SWBAT compare and contrast literary and informational texts on the same individual or event. SWBAT identify the author's purpose of a text. SWBAT recognize conflicting evidence or viewpoints presented in a text. SWBAT use search strategies to find relevant information on their chosen research topic. SWBAT assess the credibility and accuracy of sources related to their chosen research topic. SWBAT analyze and brainstorm various writing tasks from the NJSLA practice test.	Reading • C l i • I t c t • I e I Writing • U s i • C c c NJSLA • A c • I t t • I v
May	**1-2**	RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to	SWBAT analyze how authors strengthen their argument or perspectives by addressing	Reading • A a

		conflicting evidence or viewpoints. RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. 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.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. 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.	conflicting ideas. SWBAT evaluate choices made by creators. SWBAT determine the meaning of unknown words by using context clues. SWBAT revise their writing based on their chosen audience and purpose. SWBAT construct an introduction that provides an overview of what they will discuss in their essay.	c s a • I b c Languag • U c Writing • A a • C a c
		RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem. 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.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and	SWBAT analyze different mediums and formats to address a question or solve a problem. SWBAT compare the advantages and disadvantages of various presentations (different mediums and formats). SWBAT elaborate on the body paragraphs of their essay by including relevant and detailed information. SWBAT organize ideas using appropriate text structures and	Reading • A r • C c p r Writing • I r i • C a

		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.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.	text features. SWBAT quote or paraphrase information correctly while giving credit to the author. SWBAT apply citation formats to avoid plagiarism.	s • C i v c a • U c p
	3-4	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. 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. 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.	SWBAT assess the logic of the arguments presented by determining if the reasoning is valid. SWBAT identify evidence that does not support the argument or is unrelated to the claims being made. SWBAT understand how specific words relate to one another to enhance their vocabulary and comprehension. SWBAT revise their writing by adding transitions to connect ideas smoothly. SWBAT construct a conclusion that synthesizes the main points of their essay.	Reading • C c p t t r • I c a t Languag • U v a v c Writing • U c • C t s p
		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	SWBAT compare multiple informational texts on the same topic. SWBAT identify specific areas where the texts disagree, focusing on factual	Reading • C i t • I

		interpretation. 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. B. Analyze the impact of specific word choices on meaning and tone. 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.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	inconsistencies and differences in interpretation. SWBAT analyze how word choices affect the overall meaning and tone of a text. SWBAT analyze word choices for meaning and tone. SWBAT identify and interpret figures of speech in a text.	Languag •
June	**1-2**	W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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.	SWBAT reflect on their learning in reading and writing throughout the school year. SWBAT demonstrate their knowledge of informational text by taking a benchmark assessment. SWBAT demonstrate their knowledge of informational writing by taking a benchmark assessment.	•

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and applying language conventions. Analyzing text structure, determining central ideas. Writing clear, focused informative texts.	Use of context to determine meaning and connotation of words. Analyzing how informational texts present and organize ideas. Conducting research, integrating information from multiple sources, and articulating identity through writing.

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.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
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.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.