# LMS ELA 8 Unit 3

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

## Rationale

District curriculum-revision guidance positions Unit 3 as Grade 8's second informational-reading unit before the NJSLA testing window and specifies a poetry collection with connected informational texts, argumentative writing, and conventions. This revision retains the established Who Am I? theme while reorganizing the unit around a coherent poetry-and-information text set that gives students multiple lenses for studying identity.

The unit also increases rigor from earlier grades. Rather than repeating introductory argument skills, students evaluate the quality and sufficiency of evidence, synthesize literary and informational sources, distinguish claims from counterclaims, respond to alternate positions, and revise for cohesion, formal style, and grade-level conventions. Poetry is not treated as a separate literature detour: it functions as an anchor source through which students examine voice, identity, culture, social pressure, and resilience while the informational texts provide concepts and evidence that deepen or complicate those interpretations.

## Enduring Understandings

1. Identity develops through an interaction of personal choices, experiences, relationships, culture, community, and the ways people are perceived by others.

2. People may adapt, conceal, defend, or redefine parts of themselves in response to expectations, labels, stereotypes, social pressure, and the need for belonging or safety.

3. Poets use compressed language, structure, voice, imagery, repetition, figurative language, and sound to communicate complex ideas and experiences related to identity.

4. Informational texts can provide concepts, context, evidence, and perspectives that deepen or complicate a reader's interpretation of identity and human experience.

5. Strong readers evaluate a source's perspective, purpose, reasoning, evidence, credibility, and relationship to other sources rather than accepting information at face value.

6. Effective arguments develop a clear claim, logical reasoning, relevant and sufficient evidence, a distinguished counterclaim, cohesive organization, formal style, a supported conclusion, and accurate grade-level conventions.