

Moonachie School District English Language Arts Curriculum: Grade 8

New Jersey Student Learning Standards for English Language Arts

**Born On: July 25, 2017
Re-Adopted: January 2, 2019**

The following maps outline the New Jersey Student Learning Standards for grade 8 English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Running Records/DRA
Book reports
Written activities i.e. graphic organizers
Sequencing activities
Read Alouds
Researching sources
Comprehension: illustrations, sentences

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Persuasive: Writing a letter
Narrative: Story Writing
Expository: "How-to"
Book reports
Proofreading Editing
Written activities i.e. graphic organizers
Writing samples

Resources:

Graphic Organizers	Writers checklist	
Smart Board	Chart Paper	Leveled readers
Student Journals	Sentence strips	Audio books
Center Activities	Word rings	Classroom library
<i>The Outsiders</i>	<i>Twelve Angry Men</i>	<i>The Boy in the Striped Pajamas</i>
<i>Chew on This</i>	<i>Performance Coach</i>	<i>Writing for Grammar</i>

References:

<http://www.state.nj.us/education/cccs/2016/ela/>
http://www.corestandards.org/assets/NJSLSI_ELA%20Standards.pdf
Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf, "Jabberwocky" by Lewis Carroll, "In Response to Executive Order 9066" by Dwight Okita

Websites:

www.brainpop.com www.spellingcity.com www.wordle.com www.procon.org
www.starfall.com <http://www.storylineonline.net> www.nytimes.com
www.smartexchange.com www.americanrhetoric.com/speeches/
www.readworks.org www.scholastic.com www.thinkfinity.com
www.readwritethink.org www.puzzlemaker.com
www.owl.english.purdue.edu/ www.parcc.pearson.com/practice-tests/

**Curriculum Details
English Language Arts Grade 8**

Core Materials	Reading Street, Leveled Literacy Intervention
Interdisciplinary Connections	<p><u>Comprehensive Health and Physical Education:</u> 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community</p> <p><u>Social Studies:</u> 6.1.8.A.1.a Compare and Contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues 6.3.8.D.1 Engage in simulated democratic processes (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p>
Career Ready Practices	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.
21st Century Life and Career (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Technology Standards	8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL.8.1

Essential Question(s): How do readers use the text to support an interpretation?			
Enduring Understanding: Critical analysis of literature supports the acquisition of knowledge and the development of inferential thinking			
Vocabulary: explicit, textual evidence, synthesizes, inference, annotate, contextual vocabulary embedded in literature			
Reading Literature			
Anchor Standard: Key Ideas and Details			
NJSLS Standard: RL.8.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Examine textual evidence that supports the text Distinguish between what is explicit and what is inferred Use multiple pieces of explicit evidence from the text to make and support inferences 	<ul style="list-style-type: none"> Model how to identify evidence in text that supports the main idea Teach students how to synthesize text to make and support inferences Questioning during and after reading “How do you know?” (cite evidence from text) Close reading strategies including annotations (highlight, underline, question, vocabulary, word choice, etc.) Make a statement in response to “What is this story about?” Cite evidence to illustrate your ideas. Use graphic organizers 	<ul style="list-style-type: none"> Students will read “Jabberwocky” by Lewis Carroll. Students will characterize the Jabberwocky and supply multiple pieces of evidence from the text that best supports their answer. Students will describe the tone in Stanza 1 and cite multiple pieces of evidence to support their answer. Students will cite evidence from <i>The Boy in the Striped Pajamas</i> to support their claim about Bruno’s father’s character. (What is your impression of Bruno’s father? How does the man treat his family? What kind of job does he have?)

			<ul style="list-style-type: none"> • Students may blog in response to open-ended questions posed by teacher using textual evidence to support answers • Students will select one main character to analyze in a character journal. For each chapter, list 2-3 key quotations from or about the character. • <i>Exploring Setting: Constructing Character, Point of View, Atmosphere, and Theme</i> (ReadWriteThink.org) • Standards Solution • Common Core Performance Coach
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Change a character trait and analyze how that impacts sequence of events in the story • Create a journal or diary entry of a main character that employs and develops inferences made about character's traits 	<ul style="list-style-type: none"> • Graphic Organizers/Story Maps • Read Aloud/Audiobooks • Evidence sorts • Modeling • Explicit vocabulary instruction including utilizing vocabulary maps • Provide additional vocabulary • Oral prompting • Build background knowledge 	<ul style="list-style-type: none"> • Read questions to students • Modified/tiered assignments • Small group, alternate location • Break assignment into smaller sections for feedback and completion • Extended time • Modeling • Read aloud 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program

<ul style="list-style-type: none"> • Write a journal entry about how to make a static character dynamic and the impact this change has on the story line. • Develop a visual representation of the main character. Include physical characteristics, personal attributes, and change/and or growth as represented in the novel. 	<ul style="list-style-type: none"> • Provide study guides • Increased think-time • Oral/Visual reminders • Choose excerpt(s) from the book to focus on vocabulary • Word Wall • Instructions given in different modes (verbal, written) • Teacher/peer feedback • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Evidence sorts • Explicit vocabulary instruction and provide additional vocabulary • Audiobooks • Give frequent and repeated clarification • Oral/visual reminders • Provide study guides • Build background knowledge • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.2

Essential Question(s): How do readers determine the message the author is trying to convey? Why are central ideas important to understanding a text? What is a good summary?

Enduring Understanding: Combined literary elements convey a universal message. Summarizing is a skill necessary for profound literary understanding.

Vocabulary: theme, genre, moral, supporting details, annotate, contextual vocabulary embedded in literature, topic, summarize, story elements, exposition, rising action, climax, falling action, resolution, central idea

Reading Literature

Anchor Standard: Key Ideas and Details

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

NJSLS Standard: RL 8.2

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> ● Determine theme/central message ● Support theme/central message with details from the text ● Identify central idea of a text and how it develops ● Determine the interaction among characters, setting, and plot through a text. ● Create summary that uses story elements to reveal the central idea of the text 	<ul style="list-style-type: none"> ● Review how authors use story elements to create/support a central idea ● Teach difference between topic and theme ● Teach how to write summary that connects story elements to the central idea (SWBST) ● Students will select the most important sentence/line of a paragraph/chapter/stanza that best summarizes the theme ● Provide opportunities for students to summarize ● Review anchor chart of common themes found in literature 	<ul style="list-style-type: none"> ● Students summarize the development of a text and analyze its connection to various themes by noting how it is conveyed through characters, setting, and plot. [RL.8.2] ● Students will analyze song lyrics and identify the theme ● Common Core Performance Coach

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure

<ul style="list-style-type: none"> ● Create video clip comic strip, or short story to represent alternate version ● Compare to another text with a similar theme and decide which text best conveys the theme ● Have students complete journal entries such as: In our world today, teenagers face many “Jabberwocks” daily. What is your personal Jabberwock? What ways can you conquer it? What would it mean to you to actually conquer this beast? ● Students will work in groups to write a modern-day version of <i>The Outsiders</i> while ensuring the themes remain the same. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Partially completed study guides ● Visuals ● Read Aloud ● Audiobooks ● Pre-teach vocabulary and explicit vocabulary instruction ● Build background knowledge ● Provide ample examples ● Real-life connections ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Read questions to students ● Extended time ● Numerous examples ● Audiobooks ● Modified assignments ● Small group, alternate location ● Modeling ● Copies of slides from PowerPoint presentations ● Read aloud ● Give frequent and repeated clarification ● Build background knowledge ● Refer to each student’s IEP for more specific 	<ul style="list-style-type: none"> ● RTI strategies including reciprocal teaching and modeling strategies ● Tier II and Tier III intervention ● More frequent STAR assessments ● Morning tutoring ● After school program ● Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.3

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact? Why analyze the interactions between people, events and ideas in a text? How does analysis of dialogue between characters provoke a deeper understanding of text and literary elements?			
Enduring Understanding: Dialogue provides insight to the progression of a story. Dialogue provides insight into characters' motives and actions.			
Vocabulary: actions or events, develop and interact, distinctions, propel the action, introduced, illustrated, elaborated, dialogue, character, plot, motivation, sequence			
Reading Literature			
Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
NJSLS Standard: RL.8.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> Evaluate dialogue and how it connects to a character's speech, thoughts, or how action cause movement within the plot or drama (STEAL) 	<ul style="list-style-type: none"> Teach students how to evaluate particular dialogue or incidents in a story or drama Model how to make connections between dialogue and aspects of the text (characters and events) Create T-charts Create plot diagram Close reading Peer-evaluation rubric where students present summaries of text while peers respond and critique each other's work "What did the dialogue reveal about the character?" "How did this dialogue propel the action of the story?" "Did this dialogue provoke a decision?" 	<ul style="list-style-type: none"> Students will determine pivotal lines of dialogue that contribute to story development in <i>The Outsiders</i>, <i>Twelve Angry Men</i>, "The Necklace" and "The Sound of Thunder" Common Core Performance Coach Students will create two timelines for <i>The Boy in the Striped Pajamas</i> and <i>The Outsiders</i> that show all the events in sequence and

			<p>another list that ranks the events by their importance.</p> <ul style="list-style-type: none"> • In <i>Twelve Angry Men</i>, students will locate specific passages in the text where major characters say something that affects the plot or develops a theme. •
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Completed story map • Oral/visual cues • Pre-teach vocabulary and explicit vocabulary instruction • Build background knowledge • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • PowerPoint presentations • Read aloud/Audiobooks • Word Wall • Build background knowledge • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Role playing • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL.8.4

Essential Question(s): How do readers interpret the author’s use of language?			
Enduring Understanding: Word choice impacts reader understanding and author’s purpose.			
Vocabulary: allusion, analogy, tone, context clues, figurative, symbols, interpret, impact of rhymes and other repetitions of sounds, impact of specific word choice on meaning, connotative and technical meanings			
Reading Literature			
Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
NJSLS Standard: RL.8.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> ● Define types of figurative language and identify in the text ● Use context clues to determine meaning of words and phrases ● Explain and define meaning of words and phrases ● Students will analyze how specific word choices effect meaning and tone ● Find relationships between texts through analogies and allusions 	<ul style="list-style-type: none"> ● Review figurative, connotative, and technical meanings of words ● Provide examples of using context clues to make determinations of word meaning (definition, synonym, example, inference, similar word, and word parts) ● Explain how authors use word choice to create tone ● Explain the connection of allusion to the text ● Morphemic Awareness (root words, prefixes, and suffixes) 	<ul style="list-style-type: none"> ● Students <i>analyze</i> Walt Whitman’s “O Captain! My Captain!” to uncover the poem’s <i>analogies</i> and <i>allusions</i>. They analyze the impact of specific word choices by Whitman, such as <i>rack</i> and <i>grim</i>, and <i>determine</i> how they contribute to the overall <i>meaning and tone</i> of the poem. ● Students will answer in what ways does the description of the rejoicing crowds in the first stanza help emphasize the tragedy and

			<p>the irony of the captain's death?</p> <ul style="list-style-type: none"> Students will work in cooperative groups at literacy stations where they identify specific types of figurative language in the short stories we have read
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> In a journal response entry, students will record five important words or phrases from text and describe the context in which each was used and explain how it impacts the meaning. Analyze figurative language in a song and compare it to figurative language in a text read in class. Write a short story using verbal irony (sarcasm/overstatement) 	<ul style="list-style-type: none"> Cognate Awareness Exposure to common idioms and keep a running list in notebook Video clips Match meanings to expressions Graphic Organizers Read Aloud/Reading partners Monitor meaning Explicitly teach vocabulary and contextual analysis Build background knowledge Cause/effect correlations Re-read confusing/complex passages For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Video clips Read aloud Word Wall Build background knowledge of morals Cause/effect correlations Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.5

Essential Question(s): How do readers use text structure to understand meaning?			
Enduring Understanding: Text structure affects meaning and style.			
Vocabulary: structure, meaning, style			
Reading Literature			
Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSLS Standard: RL 8.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> ● Explain how the structures of multiple texts are alike and different ● Examine the purpose of the structure and how the structure of a text has an influence on the way a text is written 	<ul style="list-style-type: none"> ● Present texts that are written in varying structures ● Teach students how authors use structure to reveal meaning and style and establish purpose ● “How does this chapter/scene/stanza build on the previous one?” ● “How would the story, drama or poem change if this chapter/scene/stanza were missing?” ● Model for students how to find structural elements such as transitions, parallel plots and changes in time and analyze how they affect the text’s meaning 	<ul style="list-style-type: none"> ● Students will compare and contrast two texts with the same theme but different points of view. ● <i>The Outsiders</i> by S.E. Hinton ● <i>The Boy in the Striped Pajamas</i> by John Boyne ● Students will compare 2 texts and answer: How would the meaning be different if it was written as the structure of text 1? How would the meaning be different if it was written as the structure of text 1? ● Have students determine the author’s purpose and audience for a text

			<ul style="list-style-type: none"> Standards Solution
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create video clip, comic strip, or timeline to represent alternate version Have students re-write a passage or text in a different genre (for example, if it is a sonnet, have them re-write in a paragraph form; if it is a soliloquy, have them re-write it in a third-person narrative, etc.) 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Build background knowledge For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Read aloud Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Display emotions chart Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL.8.6

Essential Question(s): How do readers analyze point of view and/or purpose?			
Enduring Understanding: Point of view and the story's meaning can be influenced by era, historical events and other aspects of time and place.			
Vocabulary: point of view and aspects of a text that reveal author's POV or purpose, mood, tone, irony, situational irony, dramatic irony, verbal irony, narrator or speaker, evidence,			
Reading Literature			
Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text			
NJSLS Standard: RL.8.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> ● Identify the point of view of the character ● Establish a personal point of view ● Compare and contrast one's own views to those of a character or characters ● Explain how shared or opposing points of view between a reader and character can generate a specific mood 	<ul style="list-style-type: none"> ● Ask questions which cause students to generate a personal point of view: "How did you feel when...?" "What was your reaction to...?" ● Model how to compare and contrast personal point of view to those of the character/characters ● Facilitate class discussions about the influence of the narrator's or speaker's point of view. 	<ul style="list-style-type: none"> ● Students will compare Randy and Ponyboy's point of view in <i>The Outsiders</i> and analyze the impact on mood and tone. ● Students will read the poem, "Legal Alien" by Pat Mora and analyze her point of view vs. the point of view of Americans and Mexicans. ● Students will answer: Is Ponyboy from <i>The Outsiders</i> a reliable narrator? Why or Why not? Students will support their response with reasons from the book. ● Students will analyze various jurors' differing points of view regarding the guilt or innocence of the

			accused boy in <i>Twelve Angry Men.</i> <ul style="list-style-type: none"> • Common Core Performance Coach • Standards Solution
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Evaluate S.E. Hinton's point of view. In a journal response answer, "Why do you think she chose Ponyboy to tell the story?" 	<ul style="list-style-type: none"> • Graphic Organizers including Venn diagram or t-chart to compare/contrast characters' points of view • Matching point of view to characters • Read Aloud • Pre-teach vocabulary • Build background knowledge of character traits • Real-life connections • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Graphic Organizers including Venn diagram or t-chart to compare/contrast characters' points of view • Conduct character sort-compare characters from multiple passages and group together based on similar point of view • Extended time • Modified assignments • Small group, alternate location • Modeling • Video clips • Read aloud • Word Wall • Build background knowledge • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.7

Essential Question(s): How do illustrations aid in the reader’s comprehension? How does the evaluation of acting and directorial choices influence filmed or live story production?			
Enduring Understanding: The choices made by the directors influence the audience’s interpretation of a work			
Vocabulary: angles, close-up, wide shot			
Reading Literature			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
NJSLS Standard: RL.8.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	<ul style="list-style-type: none"> Examine the likenesses and differences between a written literary text and its filmed or staged version Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from the original text Use evidence from literary texts to support analysis and reflection 	<ul style="list-style-type: none"> Present filmed version of a read text Model how to analyze the effects of visual elements Provide opportunities for students to compare the filmed and print versions in discussion or writing Model for students how to generate questions when looking at artworks 	<ul style="list-style-type: none"> Students will write a critical analysis of directorial and acting choices for <i>The Sound of Thunder</i> and <i>The Outsiders</i> and answer such questions as: Why do you think the director chose to depart from the original text or be faithful to the original text? Do you agree with the director’s choices? Was the theme compromised? Students will compare and contrast film version of a text to the original version Select a scene from the book and compare it to a scene from the production. How are

			<p>they different and why?</p> <ul style="list-style-type: none"> • Which medium had the greatest impact on your comprehension?
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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version • Write a movie review about a film and book read independently 	<ul style="list-style-type: none"> • Show numerous examples • Graphic Organizers with guiding questions • Pre-teach vocabulary • Build background knowledge about film • Real-life connections • For more, see http://www.state.nj.us/education/mod curriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Video clips • Word Wall • Build background knowledge of morals • Cause/effect correlations • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Display emotions chart Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.8

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
Vocabulary: argument, evidence, claim, logical, bias, reasoning, sound, validity of reasoning, delineate, distinguish among fact, opinion, and speculation			
Reading Literature			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. (Not applicable to literature)	<ul style="list-style-type: none"> Trace a character's argument and specific claims, asserting relevance and sufficiency of evidence. 	<ul style="list-style-type: none"> Summarize an argument and its evidence, assess whether the evidence is sufficient and well reasoned. 	<ul style="list-style-type: none"> Students will trace the arguments made by each juror in "12 Angry Men" on a graphic organizer and explain how biases influenced the juror's opinion Standards Solution
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Write an argument essay from a juror's point of view. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Build background Cause/effect correlations Real-life connections For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Read aloud Word Wall Cause/effect correlations Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> RTI Strategies including reciprocal teaching and modeling. Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL 8.9

Essential Question(s): How do readers make connections between texts? How does background knowledge of major foundational works impact understanding of modern literature?			
Enduring Understanding(s): Relevant background knowledge creates profound understanding of literature. A relationship exists between themes of literary works from both past and present.			
Vocabulary: modern text, traditional text, fictional portrayal of a time, place, or character, compare and contrast, approaches to similar themes and topics.			
Reading Literature			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
NJSLS Standard: RL.8.9			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<ul style="list-style-type: none"> ● Compare the literary elements of a modern fiction text to a traditional fiction text ● Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts 	<ul style="list-style-type: none"> ● Model how to make connections between modern and traditional texts ● Use graphic organizers ● Ask questions which require students to utilize prior knowledge of traditional texts ● Teach students how to compare characteristics of modern and traditional texts 	<ul style="list-style-type: none"> ● Standards Solution ● Complete a graphic organizer that compares characters from modern and traditional texts ● Students will examine the similarities and differences between the fictional depiction of the Holocaust and a firsthand report. Students will focus on how authors treat historical events through fiction differently from the original account. ● Complete a graphic organizer that compares theme from modern and traditional texts

- Common Core Performance Coach by Triumph Learning

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create modern re-telling of a fairy-tale, myth or legend • Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Text-to-text connections • View two short videos or stories and complete a Venn Diagram comparing and contrasting theme/characters/setting • Graphic Organizers • Read Aloud • Build background Cause/effect correlations • Oral prompting • Real-life connections • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud • Build background knowledge • Refer to each student's IEP for more specific modifications • View two short videos or stories and complete a Venn Diagram comparing and contrasting 	<ul style="list-style-type: none"> • Display emotions chart Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Literature
Standard RL.8.10

Essential Question(s): How do readers use comprehension strategies to improve understanding of text? How does careful and attentive reading of both assigned and independent text choices assist with developing a life-long critical reader?

Enduring Understanding: Critically reading and understanding a variety of literary genres promotes language arts literacy

Vocabulary: drama, poetry, literature, complex literary texts, text complexity band, proficiently, high end of range

Reading Literature

Anchor Standard: Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLS Standard: RL.8.10

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> ● Read a variety of genres ● Read literature varying in complexity 	<ul style="list-style-type: none"> ● Expose students to a variety of genres ● Expose students to literature varying in complexity ● Teach strategies to use before reading (preview, predict, support, preview, brainstorm), during reading (self-monitor to identify confusing parts and access fix-up strategies; pause-reread-retell; use context clues) and after reading (determine importance, pose questions, evaluate and adjust predictions) ● Scaffold reading and comprehension as needed ● Provide focused questions students can use to guide them when participating in close reading 	<ul style="list-style-type: none"> ● Grade appropriate text (fiction, poetry) ● DRA assessments ● STAR assessments ● Teacher recommendations about text related to the topic ● Literary Centers ● Common Core Performance Coach ● Standards Solution

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Participate in book clubs with rigorous text 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud /Audio books Oral/visual reminders Pre-teach vocabulary and explicit vocabulary instruction Build background knowledge Modified questions/Fewer focused questions For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Specific book recommendations Modified questions/Fewer focused questions Graphic organizers Audio books Read aloud/audio books Oral/visual reminders Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Modified assignments Oral/visual reminders Pre-teach vocabulary and explicit vocabulary instruction Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.1

<p>Essential Question(s): How do readers use text to support answers to questions? What impact does inference have on a student's ability to understand the central idea of a text? Why is textual evidence essential to a reader's understanding?</p>
<p>Enduring Understanding: Inferences must be rooted in the text and must provide a conceptual foundation for understanding. Citing evidence is vital to strong textual analysis.</p>
<p>Vocabulary: inference, analyze, annotate, textual evidence, close reading, primary and secondary sources, logical inferences</p>
<p>Reading Informational Text</p>

Anchor Standard: Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLS Standard: RI 8.1

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Identify key information from the text ● Develop and support inferences with information from the text ● Use evidence from text to support analysis of text ● Distinguish between what is explicit and what is inferred ● When provided with an inference, find an accurate quote within the text to support the inference ● After making an inference, find an accurate quote within the text to support the inference. 	<ul style="list-style-type: none"> ● Questioning before, during and after reading ● Review with students how to identify key information (annotate text) ● Have students work in groups to develop and defend ideas ● Use graphic organizers ● Model how to make inferences and support inferences with text ● Use classroom discussion to identify the strongest evidence and support analysis through a list of different pieces of evidence 	<ul style="list-style-type: none"> ● Students will analyze news articles and recent research about the pros and cons of juveniles being tried as adults in order to identify the key issues in the debate. ● Readworks.org ● Standards Solution ● Common Core Performance Coach ● Online resources such as www.nytimes.com. ● Students will read various current events articles from www.newslela.com and will cite the strongest evidence from the text to explain the gist and support inferences.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Students will do additional research on their own to add to their claims about when a juvenile should be tried as an adult. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Read Aloud ● Think/Pair/Share ● Explicit vocabulary instruction ● Modified questions 	<ul style="list-style-type: none"> ● Extended time ● Modified questions ● Think/Pair/Share ● Small group, alternate location ● Modeling ● Read aloud 	<ul style="list-style-type: none"> ● Think/Pair/Share ● Utilize RTI strategies including reciprocal teaching and modeling ● Tier II and Tier III intervention

	<ul style="list-style-type: none"> • Build background knowledge about judicial system • Repeat process to make inferences and verbally label each step as teacher demonstrates it. Next, ask students to do it on their own or with teacher prompting. • Post steps for making an inference with examples on handouts so they can reference on their own as needed. • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Post steps for making an inference with examples on handouts so they can reference on their own as needed. • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • More frequent STAR assessments • Morning tutoring • Post steps for making an inference with examples on handouts so they can reference on their own as needed. • After school program • Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.2

<p>Essential Question(s): How do readers use key details from the text to support the main idea?</p>
<p>Enduring Understandings: Determining the central idea can help us to make vital and informative connections to our learning. Supporting ideas can help us to derive the main idea. Central ideas may develop further over the course of the text. Objective summaries help us to understand the central idea.</p>
<p>Vocabulary: determine the central idea, key supporting ideas, relationship to supporting ideas, objective summary, relationship, accurate summary, conclusions of a text, development, distinct from prior knowledge or opinions, development, conveyed through particular details</p>
<p>Reading Informational Text</p>
<p>NJSLS Anchor Standard: Key Ideas and Details</p>
<p>Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p>NJSLS Standard: RI.8.2</p>

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Identify the central idea of a text and explain how it develops over the course of the text ● Identify supporting ideas in the text ● Determine the relationship between the central idea and supporting ideas ● Provide an objective summary of the text 	<ul style="list-style-type: none"> ● Teach and model how to identify central and support ideas ● Use graphic organizers (i.e. web) ● Engage students in discussion of central ideas ● Model how to use supporting details to determine main ideas ● Provide students with opportunities to summarize the text ● Utilize graphic organizers ● Model for students how to use the search function of a web browser to determine (by numbers of references or the number of times the words is repeated) how central an idea is within a text. 	<ul style="list-style-type: none"> ● www.nytimes.com ● Standards Solution ● Readworks.org informational text ● Students will read, interpret, and evaluate data from a variety of sources about juveniles being tried as adults ● Students will summarize various informational texts including specific details and facts, but do not include judgments or opinions. ● Common Core Performance Coach

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Graphic Organizers • “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not) • Read Aloud • Explicit vocabulary instruction • Provide plenty of practice with online resources • Confirm that they know the key concepts-analyze, summarize, main idea and supporting details • Provide sentence frames (In the beginning the author says _____about _____, then suggests _____, finally arguing _____by the end.) • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud • Confirm that they know the key concepts-analyze, summarize, main idea and supporting details • Build background knowledge • Refer to each student’s IEP for more specific modifications • Provide sentence frames (In the beginning the author says _____about _____, then suggests _____, finally arguing _____by the end. 	<ul style="list-style-type: none"> • Employ RTI strategies including reciprocal teaching and modeling • Confirm that they know the key concepts-analyze, summarize, main idea and supporting details • Provide sentence frames (In the beginning the author says _____about _____, then suggests _____, finally arguing _____by the end • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.3

Essential Question(s): How do readers make connections between concepts in a text?			
Enduring Understanding: Readers are influenced and make meaning by analyzing the interactions between ideas, people, and events. Readers analyze how a text makes distinct connections-text-to-text, text-to-self, and text-to-world.			
Vocabulary: connection, relationship, compare, contrast, key steps in the description of a process, develop and interact, distinctions, introduced, illustrated, and elaborated			
Reading Informational Text			
NJSLS Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
NJSLS Standard: RI.8.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> ● Determine the likenesses or differences ● ● Tu <p>in the relationships between or among individuals, ideas, or events within an informational text.</p> <ul style="list-style-type: none"> ● Identify how the differences or likenesses between or among individuals, ideas, or events are revealed. 	<ul style="list-style-type: none"> ● Provide example of connections or relationships in a text ● Use graphic organizers to determine connections/relationships in text (i.e. Venn Diagram, Compare/Contrast chart, timeline) ● Model how to highlight features that help to introduce, illustrate or elaborate a point. ● Provide students with a set of mixed-up steps in a procedure, ask them to sort them based on principle 	<ul style="list-style-type: none"> ● Students will compare and contrast ideas presented about the juvenile justice system from various news articles, research and online sources. ● Students will compare information presented in <i>Chew on This</i> by Eric Schlosser & Charles Wilson with <i>The Omnivore's</i>

	<ul style="list-style-type: none"> • Use text relevant information and language to explain connections between and/or among individuals, events, ideas or concepts. 		<p><i>Dilemma</i> by Michael Pollan.</p> <ul style="list-style-type: none"> • Common Core Performance Coach • Students will determine the techniques (analogies, categories) that the author uses in <i>Chew on This</i> to make connections or distinctions between certain elements.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create interactive timeline on the computer • After sorting scrambled steps in a procedure, have students write a paragraph with appropriate transitions for each step 	<ul style="list-style-type: none"> • Graphic Organizers • Think/Pair/Share • Read Aloud/Audio books • Pre-teach vocabulary • Utilize concept webs • Evaluate language used in texts for potential • Build background knowledge • Modified questions • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud/Audio books • Oral/visual prompts • Build background knowledge • Cause/effect correlations • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • Modified questions • Think/Pair/Share • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.4

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
Enduring Understandings: Proficient readers use words, their variations and context to create meaning. Words contain connotative and denotative meaning. Comprehension of a text is essential in order to interpret and evaluate. Author's tone helps the reader identify point of view.			
Vocabulary: glossary, dictionary, tone, context clues, figurative, connotative and technical meanings, impact of specific word choice on meaning and tone, key terms, domain-specific words and phrases, interpret			
Reading Informational Text			
NJSLS Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
NJSLS Standard: RI.8.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> ● Use context clues to determine meaning of words and phrases ● Explain and define meaning of words and phrases ● Students will analyze how specific word choices effect meaning and tone ● Find relationships between texts through analogies and allusion ● Use resources (glossary, dictionary, or other technological resources) to find meaning 	<ul style="list-style-type: none"> ● Review figurative, connotative, and technical meanings of words ● Provide examples of using context clues to make determinations of word meaning ● Explain how authors use word choice to create tone ● Explain the connection of allusion to the text 	<ul style="list-style-type: none"> ● Students will analyze, view, and listen to Winston Churchill's "Blood, Sweat, Toil and Tears" speech and analyze his use of word choice. ● Students will identify thesis and ethos, logos, and pathos in several famous historical speeches including Winston Churchill's "Blood, Sweat, Toil and Tears" speech. ● Students will analyze a political cartoon about

			<p>jurors and identify inferences, point of view and argument.</p> <ul style="list-style-type: none"> • Students can use a variety of multi-media presentations to compare and contrast political speeches.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students can re-write part of an editorial to alter point of view and tone. 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Pre-teach vocabulary • Build background knowledge • Real-life connections • For more, see http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud • Word Wall • Cause/effect correlations • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.5

Essential Question(s):
Enduring Understanding(s):
Vocabulary: purpose, effective, ineffective, annotate, chronological, compare/contrast, cause/effect, problem/solution, key word, hyperlink, text features, search tools, glossary, table of contents, index, heading, subheading, sidebars, caption

Reading Informational Text			
Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSL Standard: RI.8.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplars
5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<ul style="list-style-type: none"> • Determine the development of an identified paragraph i.e., main idea and supporting details, cause and effect, examples, description • Determine the author’s purpose for the identified paragraph • Evaluate the effectiveness of the structure in presenting the information • Recognize what text structure is used to organize the text (chronological order, compare/contrast, cause/effect, problem/solution) • Compare and contrast the organizational structures used in two or more texts. 	<ul style="list-style-type: none"> • Teach how to identify characteristics of an informative paragraph (annotate text) • “What was the author’s purpose for including this paragraph?” • Provide examples of effective and ineffective paragraph structure • Model for students how to determine the organizational pattern of the text (sequential, organizational, etc.) 	<ul style="list-style-type: none"> • Students will deconstruct a paragraph to identify topic sentences and supporting details using color codes. • Class will analyze writing exemplars • Students will receive passages from informational text to condense and summarize into one paragraph. • Practice identifying types of text structure from various passages including <i>Chew on This</i> by Eric Schlosser and Charles Wilson. • Common Core Performance Coach

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will be given a list of vocabulary words that contain domain specific and transitional words. Students will write a paragraph that correctly utilizes a certain number of given words. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Explicit vocabulary instruction Build background knowledge Provide numerous examples on Smart Board Use PowerPoint slide show or ELMO document camera to show different versions of the same text but highlight various examples in each slide. For example, highlight all of the transitions in one slide, highlight the key sentences in one paragraph another slide) so students can better understand the concept of text structure and its impact on the entire text. For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Read aloud Refer to each student's IEP for more specific modifications Use PowerPoint slide show or ELMO document camera to show different versions of the same text but highlight various examples in each slide. For example, highlight all of the transitions in one slide, highlight the key sentences in one paragraph another slide) so students can better understand the concept of text structure and its impact on the entire text. 	<ul style="list-style-type: none"> Utilizing RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Use PowerPoint slide show or ELMO document camera to show different versions of the same text but highlight various examples in each slide. For example, highlight all of the transitions in one slide, highlight the key sentences in one paragraph another slide) so students can better understand the concept of text structure and its impact on the entire text. Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.6

Essential Question(s): How do readers analyze point of view and/or purpose?			
Enduring Understanding: The author has once central thesis that focuses the entire essay. It is important to understand conflicting viewpoints.			
Vocabulary: purpose, point of view, bias , assess, evidence, conflicting evidence, loaded language, inclusion or avoidance of particular facts, acknowledge and respond			
Reading Informational Text			
Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
NJSLS Standard: RI.8.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar

<p>6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> ● Identify the author's purpose (format, text features, key ideas) and point of view (word choice, punctuation, emphasis on ideas) ● Determine the difference between an author's position and any opposing positions 	<ul style="list-style-type: none"> ● Review points of view and how it effects the authors position and provide examples ● Guide students in determining purpose and point of view ● Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) ● Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. ● Model for students how to identify a claim and identify the corresponding counterclaim or conflicting evidence in an argument ● Through class discussion, ask students to evaluate the quality of the conflicting evidence and explain why it is not sound, logical or why it is weaker evidence 	<ul style="list-style-type: none"> ● Students will respond or reflect upon Eric Schlosser and Charles Wilson's thesis (<i>Chew on This</i>) with Quick Writes. ● Students will participate in a gallery walk of different types of logical fallacies and determine the type presented ● Standards Solution ● Performance Coach ● Students will read a variety of informational texts and determine which elements of the text reveal the author's perspective or objective, including noting any inclusion or omission of key facts and/or details.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Read and write a journal response to a current editorial in the newspaper 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Explicit vocabulary instruction Build background knowledge Make connections to students' cultures or experiences to help explain their different point of view on various subjects For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Read aloud Word Wall Make personal connections Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies such as reciprocal teaching and modeling Make personal connections Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.7

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
Enduring Understanding: Various forms of media can be used to accommodate a myriad of learning styles. Differentiated instruction can affect the interpretation of information.			
Vocabulary: analysis (technical vs. quantitative) artistic mediums, digital text, diverse formats, version, infographics/visual form			
Reading Informational Text			
NJSLS Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
NJSLS Standard: RI.8.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<ul style="list-style-type: none"> Draw conclusions about the positive and negative aspects of a text, audio, or visual version as a means of presentation 	<ul style="list-style-type: none"> Provide opportunities for students to interact with different mediums and determine the advantages and disadvantages of each Have students complete presentation using various mediums 	<ul style="list-style-type: none"> Students will read the text of famous speeches and then students will watch and

	<ul style="list-style-type: none"> Assess the value of one medium versus another for presentation of a specific topic 	<ul style="list-style-type: none"> Generate questions students should use to guide their reading of different texts across formats and media Demonstrate for students how to read artistic texts, thinking aloud about questions asked, what you should ask about, and how you use them to understand and note what is compared in paintings and photographs such as Dorothea Lange. Model how to integrate ideas from various sources into one coherent view and then use examples or quotations from sources when writing or speaking about them to support claims about why they are important 	<p>listen to the visual version. Students will compare and contrast the difference between the text and the live experience.</p> <ul style="list-style-type: none"> Students will close-read pictures by Dorothea Lange to increase their understanding of the devastating affects of the Dust Bowl. Students will close read cartoons about the justice system to analyze the artists' varying points of view about the US Justice System Scholastic news History.com
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure

<ul style="list-style-type: none"> Identify rhetorical strategies in speeches. Use rhetorical strategies to write own inspirational speech. 	<ul style="list-style-type: none"> Graphic Organizers Think-Aloud Explicit vocabulary instruction Video clips, photographs, and paintings Prepare students with information about each format (charts, graphs) or types of media needed to understand what they hear, see, or read in case they are new forms or concepts to some. For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Video clips, photographs and paintings Prepare students with information about each format (charts, graphs) or types of media needed to understand what they hear, see or read Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.8

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
Enduring Understanding:			
Vocabulary: argument, assess, claims, reasons, evidence, relevancy of evidence, delineate, distinguish among fact, opinion, and speculation, validity of reasoning, trace the argument, sufficiency of evidence			
Reading Informational Text			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI.8.8			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is	<ul style="list-style-type: none"> Identify the author's claim Evaluate the claim based on the reasons and evidence provided 	<ul style="list-style-type: none"> Teach students how to identify the author's argument/claim and teacher will model how teacher was able to identify it so students are aware of where to focus their critical attention 	<ul style="list-style-type: none"> Identify the author's argument in <i>Chew on This</i>. What reasons

<p>relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> • Determine the claims relevancy 	<ul style="list-style-type: none"> • Model how to determine if reasons support argument/claim • Ask students to label or list the following elements related to the argument: the claim made in the text, the reasons stated or implied for those claims, any evidence cited, and how that evidence relates to and supports the claims. • “What is the author’s argument and how does he/she support this argument?” 	<p>does he give to support his claim? Students will evaluate the reasons.</p> <ul style="list-style-type: none"> • Students will participate in a debate about the juvenile justice system and must be prepared with a claim and the best reasons that support the claim. • Provide students with various passages where they are required to determine what elements are facts and which arguments are conjecture. • <i>Critical Media Literacy: Commercial Advertising</i> (ReadWriteThink.org)
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
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<ul style="list-style-type: none"> • Identify whether reasons are ethos, pathos, and logos. 	<ul style="list-style-type: none"> • Graphic Organizers /essay templates • Think/Pair/Share • Verbal prompting • Explicit vocabulary instruction including concept webs • Build background knowledge • Evidence sorts • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Graphic organizers/essay templates • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud complex passages • Build background knowledge • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.9

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
Enduring Understanding:			
Vocabulary: compare, contrast, key detail, outline			
Reading Informational Text			
NJSLS Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
NJSLS Standard: RI.8.9			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	<ul style="list-style-type: none"> ● Compare and contrast opposing information about the same topic from multiple texts ● Examine opposing portions of each text ● Use evidence from informational texts to support analysis 	<ul style="list-style-type: none"> ● Present two or more texts that provide conflicting information on the same topic ● Use graphic organizers to compare and contrast the information in each text (i.e. Venn Diagram) ● Model how evidence from the text is used to support the position of each 	<ul style="list-style-type: none"> ● Students will read and analyze conflicting philosophies and research about the juvenile justice system. ● Students will read conflicting theories about food choices/health and analyze for similarities and differences.

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure

<ul style="list-style-type: none"> • Read <i>NewseLA</i> article and compare to researchers' philosophy. 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud/video clips • Explicit vocabulary instruction including concept webs • Provide numerous examples • Build background knowledge • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Video clips • Read aloud • Word Wall • Build background knowledge • Cause/effect correlations • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling. • Tier II and Tier III intervention • Morning tutoring • After school program • Parental contact
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Language Arts Curriculum: Grade 8
Reading Standards for Informational Text
Standard RI 8.10

<p>Essential Question(s): How do readers understand information texts in all subject areas?</p>
<p>Enduring Understanding:</p>

Vocabulary: complex informational texts, high end of range, informational, literary nonfiction, proficiently, scaffolding, text complexity band, history/social studies texts, science/technical texts

Reading Informational Text

Anchor Standard: Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLS Standard: RI.8.10

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. By the end of the year, read and comprehend literary nonfiction at grade-level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to a variety of grade level informational text including literary nonfiction, essays, biographies, and historical accounts Form literature circles where the discussions students work through the challenges the book presents Have students participate in full-class close reading and modeling what close reading looks like and explaining the strategy Scaffold reading and comprehension as needed Assign a series of readings, both fictional and nonfiction about the same subject to comprehend different perspectives Expose students to a variety of texts written by experts in magazines and other sources (blogs, reports, news articles) where the writing is more challenging 	<ul style="list-style-type: none"> Standards Solution <i>The Diary of Anne Frank</i> Students will read <i>The Boy in the Striped Pajamas</i> and passages from Elie Wiesel's <i>Night</i>.

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create comic strip for each novel. 	<ul style="list-style-type: none"> Help them to choose books and texts appropriate to their current reading level but challenge them with new ideas, language, and other elements 	<ul style="list-style-type: none"> Help them to choose books and texts appropriate to their current reading level but challenge them with new ideas, language, or other elements that are new or more 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention

	<p>that are new or more complex than previous texts they have read.</p> <ul style="list-style-type: none"> • Explicit vocabulary instruction • Build background knowledge • Cause/effect correlations • Real-life connections • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<p>complex than previous texts they have read.</p> <ul style="list-style-type: none"> • Extended time • Modified assignments • Small group • Read aloud • Build background knowledge • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • More frequent STAR assessments • Morning tutoring • After school program • Parental contact
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Language Arts Curriculum: Grade 8
Writing
Standard W 8.1

Essential Question(s): How do writers use valid evidence to support claims?
Enduring Understanding:
Vocabulary: analysis, argument, claim (n), cohesion, thesis, formal language, credible source, evidence, counterclaim, rebuttal, distinguish, clarify relationships between claims and reasons,
Writing
NJSLS Anchor Standard: Text Types and Purpose
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLS Standard: W.8.1

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Write arguments to support claims with clear reasons and relevant evidence.			
<p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<ul style="list-style-type: none"> ● Prewrite pros and cons ● Select claim ● Identify three reasons to support claim ● Write thesis statement ● Compose a draft of the Introductory paragraph mentioning opposing claim (counterclaim) 	<ul style="list-style-type: none"> ● Model prewriting using a T-Chart of pros and cons. ● Demonstrate the sentence construction of a statement distinguishing the opposing claim ● Review the sentence structure of a thesis ● Model an introduction paragraph, body paragraphs with claim, paragraph addressing counterclaim and concluding paragraph ● Model a variety of sample arguments so students can differentiate between effective and ineffective arguments. 	<ul style="list-style-type: none"> ● After evaluating news articles and research about the juvenile justice system, students will complete a graphic organizer listing the 3 strongest arguments for each side and include the citation for each argument. ● Students will draft their opening paragraph to their argument essay using a template so all elements are included.
<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<ul style="list-style-type: none"> ● Display knowledge of topic by selecting appropriate evidence ● Evaluate evidence using credible sources ● Compose a draft of body paragraphs 	<ul style="list-style-type: none"> ● Provide examples of reliable and appropriate evidence that support the thesis ● Identify and model research techniques to locate credible sources. 	<ul style="list-style-type: none"> ● Students will identify other perspectives on their argument essay
<p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships</p>	<ul style="list-style-type: none"> ● Identify key words in 	<ul style="list-style-type: none"> ● Create academic vocabulary list of transition words that clarify the relationships among claims. 	<ul style="list-style-type: none"> ● Students will highlight the transition words

<p>among claim(s), counterclaims, reasons, and evidence.</p>	<p>reasons and evidence to defend claim and refute counterclaim</p> <ul style="list-style-type: none"> ● Use academic vocabulary list of transitions purposefully to respond to counterclaim and strengthen claim ● Apply academic vocabulary to draft 	<ul style="list-style-type: none"> ● Demonstrate selection of key words that explain connections precisely while infusing academic vocabulary. ● Model the use of transitions purposefully to respond to counterclaim and strengthen claim. 	<p>used in their argument essay and count how many are used.</p>
<p>d. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● Identify elements that distinguish formal and informal style ● Edit drafts to maintain formal style 	<ul style="list-style-type: none"> ● Provide examples of formal and informal texts. ● Complete activities differentiating slang versus formal language. 	
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> ● Draft a conclusion to support thesis ● Include counterclaim 	<ul style="list-style-type: none"> ● Model writing effective conclusion paragraph that supports the claim and addresses the counterclaim. 	<p>For each statement or idea illustrated in <i>The Boy in the Striped Pajamas</i>, decide if it is plausible or improbable by doing research about the Holocaust, Nazi German, and Auschwitz. Students will explain answer using evidence found from a credible internet source.</p>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Students will use ethos, pathos, and logos. ● Students will write a second argument essay from the opposite perspective. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Use mentor texts ● Read Aloud ● Pre-teach vocabulary ● Build background knowledge of the idea of argument ● Cause/effect correlations ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Use mentor texts ● Modified assignments ● Small group, alternate location ● Modeling ● Read aloud ● Word Wall ● Build background knowledge ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Utilize RTI strategies including reciprocal teaching and modeling ● Tier II and Tier III intervention ● More frequent STAR assessments ● Morning tutoring ● After school program ● Parental contact

Language Arts Curriculum: Grade 8

**Writing
Standard W 8.2**

Essential Question(s): How do writers explore topics and convey ideas?			
Enduring Understandings: Acquisition, evaluation, and use of materials should meet a specific need. Information from various resources must be analyzed, evaluated, synthesized and applied appropriately. Like a printed text, a work produced in an electronic medium can be analyzed in terms of the connections among its purpose, audience, content and form.			
Vocabulary: audience’s knowledge of the topic; cohesion; complex ideas; concrete details; precise; domain-specific language; formal language,; informal language; formatting; objective tone; transitions; selection, organization and analysis of content			
Writing			
Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
NJSLS Standard: W.8.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings graphics, and multimedia.)	<ul style="list-style-type: none"> ● Prewrite to address the demands of informative text including the following: <ul style="list-style-type: none"> - Identify topic clearly - Gather information - Evaluate information - Organize information into broader categories (ex. definition, classification, comparison/contrast, cause and effect) - Select structure to accommodate appropriate information - Include appropriate text features ● Compose draft of an introduction paragraph including thesis 	<ul style="list-style-type: none"> ● Provide graphic organizers to organize the various demands of informational text ● Extrapolate information from graphic organizer to formulate structure of informative essay 	<ul style="list-style-type: none"> ● Students will complete graphic organizers to help organize their data and ideas prior to writing a rough draft of their argument essay.

<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information. ● Produce writing that demonstrates the correct usage of punctuation, focusing on quotations. ● Compose a draft of body paragraphs 	<ul style="list-style-type: none"> ● Provide examples of reliable and appropriate facts, details, quotations and other supportive information ● Identify and model research techniques to locate relevant and informative sources. ● Review the proper use of punctuation focusing on quotations ● Prepare proof reading activities 	<ul style="list-style-type: none"> ● Students will compose an argument essay from pre-selected pieces of research. ● Teacher will conference with small groups of students scaffold them in generating ideas , gathering data and choosing the best evidence for their writing.
<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ● Select transitions that create cohesion ● Apply academic vocabulary to draft 	<ul style="list-style-type: none"> ● Create academic vocabulary list of varied and appropriate transition words ● Demonstrate selection of transitions that identify relationships among ideas and concepts 	<ul style="list-style-type: none"> ● Students receive a transitions list to refer to and use in their writing
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ● Acquire domain specific vocabulary while researching topic ● Use precise language and domain specific vocabulary in draft ● Edit word choice to increase precision in writing 	<ul style="list-style-type: none"> ● Model selection of domain specific vocabulary through research ● Demonstrate how word choice can increase precision in writing 	<ul style="list-style-type: none"> ● Students participate in a writing workshop where the class reviews exemplar papers and peer papers where they

			offer suggestions
e. Establish and maintain a formal style/ academic style, approach, and form.	<ul style="list-style-type: none"> Identify elements that distinguish formal and informal style Edit drafts to maintain formal style 	<ul style="list-style-type: none"> Provide examples of formal and informal texts Complete activities differentiating between informal versus formal language 	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> Draft a conclusion to support informative /explanatory text 	<ul style="list-style-type: none"> Model writing effective conclusion paragraph that supports the information or explanation 	

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Research the life of one of the author's we have read, including background, upbringing, life experiences and personality. Write a short descriptive piece that could serve as an introduction to a review of the text. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Explicit vocabulary instruction Build background knowledge For more, see http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Video clips Exemplar papers Word Wall Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8

**Writing
Standard W 8.3**

Essential Question(s): How do writers develop effective narratives?			
Enduring Understanding: Writers deliberately choose text structures to craft their personal narrative. Writers use a variety of strategies to elaborate and enhance their work.			
Vocabulary: narrative, climax, Freytag’s Plot Structure Diagram, simile, metaphor, idioms, personification, oxymoron, hyperbole, onomatopoeia, alliteration			
Writing			
NJSLS Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W.8.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<ul style="list-style-type: none"> Brainstorm ideas for key story elements Establish point of view Create a plot sequence chart 	<ul style="list-style-type: none"> Review point of view Provide plot sequence chart for narratives including characters, settings, conflicts, resolutions, and themes 	<ul style="list-style-type: none"> Students will write an on-demand essay where they have accidentally stepped through a portal to another time period in history. The portal disappears and they cannot return.

			Describe where you are and what you discover while you are there.
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> • Complete Freytag's Plot Structure Diagram • Create sensory details to match story events • Include reflection as part of character development • Compose effective dialogue • Organize details that develop experiences, events and/or characters 	<ul style="list-style-type: none"> • Devise Freytag's Plot Structure Diagram • Review the composition of dialogue • Share a piece of literature that illustrates character reflection • Review plot pacing while focusing on the events and characters surrounding the climax 	•
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<ul style="list-style-type: none"> • Use strong transitions and phrases purposefully to promote unity within the narrative and promote comprehension • Write clauses to show relationship among experiences and events 	<ul style="list-style-type: none"> • Model effective use of transitions and phrases to promote unity • Model effective use of clauses to show relationship of experiences and events 	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<ul style="list-style-type: none"> • Enhance narrative by implementing figurative language to improve writing 	<ul style="list-style-type: none"> • Generate examples of simile, metaphor, idiom, personification, oxymoron, onomatopoeia, hyperbole, and alliteration. 	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none"> • Draft a conclusion that resolves the narrative 	<ul style="list-style-type: none"> • Model resolution referencing appropriate literature. 	

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Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will continue the narrative of a PARCC practice passage. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Explicit vocabulary instruction Build background knowledge Cause/effect correlations Real-life connections For more, see http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Video clips Read aloud Word Wall Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Writing
Standard W 8.4

Essential Question(s): How do writers create effective pieces of writing?
Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Effective writers understand that style, language, point of view, etc. change based upon the genre of the writing.
Vocabulary: purpose, audience, prompt, NJ DOE Registered Holistic Scoring Rubric
Writing
NJSLS Anchor Standard: Production and Distribution of Text

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard: W.8.4

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> ● Understand prompt, purpose, and intended audience ● Distinguish between the different types of writing ● Create text that addresses prompt, purpose, and intended audience ● Comprehend NJDOE Registered Holistic Scoring Rubric 	<ul style="list-style-type: none"> ● Annotated prompt (highlight & underline) ● Discuss interpretations of prompt ● Discuss purpose and audience ● Brainstorm and organize through graphic Organizers ● Use student created interpretation of NJDOE Registered Holistic Scoring Rubric 	<ul style="list-style-type: none"> ● Students will identify literary techniques ● Students will utilize reading response strategies

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Students will identify figurative language. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Writer’s checklist ● List of words to use ● Explicit vocabulary instruction ● Build background knowledge Cause/effect correlations ● Real-life connections ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Writer’s checklist ● Extended time ● Modified assignments ● Small group, alternate location ● Modeling ● Build background knowledge ● Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> ● Utilize RTI strategies including reciprocal teaching and modeling ● Tier II and Tier III intervention ● More frequent STAR assessments ● Morning tutoring ● After school program ● Parental contact

Language Arts Curriculum: Grade 8
Writing
Standard W 8.5

Essential Question(s): How do writers use the writing process to improve text?			
Enduring Understanding:			
Vocabulary: writing process; revise; edit; draft; proofreading; purpose; audience; planning; strengthen; conventions; develop; new approach			
Writing			
Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NJSLS Standard: W.8.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none"> ● Review writing process ● Prewrite ● Drafting ● Revise / Edit ● Peer edit ● Evaluate purpose and audience of draft 	<ul style="list-style-type: none"> ● List steps of the writing process ● Use graphic organizers ● Model revision process ● Expose them to a range of planning strategies including mapping, outlining, sticky notes and/or index cards ● Provide opportunities for peer editing ● Use NJDOE Registered Holistic Scoring Rubric ● Revise for purpose and audience ● 	<ul style="list-style-type: none"> ● After conferencing with teacher, student will decide if their paper could be improved by changing the emphasis to a different aspect of their topic ● Practice revising others' papers in <i>Writing for Grammar</i>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
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<ul style="list-style-type: none"> • Proofread own paper. • Add vocabulary words into paper. 	<ul style="list-style-type: none"> • Graphic Organizers • Writer's checklist • Modeling • Explicit vocabulary instruction • Build background knowledge s • Exemplar papers • Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before, If necessary, revise to improve flow and focus of paper. • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Graphic organizers • Extended time • Modified assignments • Small group, alternate location • Model how to rewrite the same story • Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before, If necessary, revise to improve flow and focus of paper. • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling • Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before, If necessary, revise to improve flow and focus of paper. • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact
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Language Arts Curriculum: Grade 8

Writing

Standard W 8.6

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
Enduring Understanding:			
Vocabulary: collaborate, interact, produce, publishing, embedded media, hyperlink, blogs, website, publications, electronic texts, linking techniques			
Writing			
Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others			
NJSLS Standard: W.8.6			
Vocabulary: hyperlink, blogs, website, electronic publications, electronic texts, linking techniques			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> • Present the relationships between information and ideas efficiently in text • Electronically publish writing • Integrate hyperlinks into draft • Publish writing on blogs, websites, and approved social networks, etc • Critique and comment on other students' electronic publications 	<ul style="list-style-type: none"> • Demonstrate how to extrapolate information that relates to ideas • Use computer to teach various linking techniques • Demonstrate the sharing of text through technology • Teach techniques for responding to electronic texts • Set up a class blog where students can respond to each other's ideas and writing in and out of class 	<ul style="list-style-type: none"> • Students will respond to each other through the use of class blogs to a variety of subjects.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Student will turn writing into Prezi. 	<ul style="list-style-type: none"> • Graphic Organizers • Ensure students know how to use the application, software, laptop or tablet the class is using • Pre-teach vocabulary 	<ul style="list-style-type: none"> • Essay exemplars • Extended time • Modified assignments • Small group, alternate location • Modeling • Word Wall 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • Morning tutoring

	<ul style="list-style-type: none">• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Build background• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• After school program• Parental contact
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Language Arts Curriculum: Grade 8

**Writing
Standard W 8.7**

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
Enduring Understanding:			
Vocabulary: credible source, research question, purpose, intended audience, self-generated, conclusion, citing sources, synthesizes multiple sources, narrow or broaden the inquiry, demonstrate understanding of the subject			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation			
NJSLS Standard: W.8.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core
7. 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.	<ul style="list-style-type: none"> • Devise self-generated questions • Research the question, purpose, and intended audience • Generate additional related questions that allow for multiple avenues of exploration • Research multiple types of credible sources • Compose draft which fully answers research questions 	<ul style="list-style-type: none"> • Provide research questions. • Model construction of self-generated questions. • Differentiate between credible and non-credible sources • Utilize teacher generated graphic organizer for multiple avenues of explorations 	<ul style="list-style-type: none"> • When researching for biography research paper and the debate on the juvenile justice system, students will consider what sources to consult and what questions should they ask to they can explore the topic from

			various angles.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Use this research to further look into gender stereotypes in online articles. 	<ul style="list-style-type: none"> Graphic Organizers Explicit vocabulary instruction and clarify what 'synthesis' means Ask questions to check for comprehension since students cannot synthesize without comprehension. Build background knowledge For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Explicit vocabulary instruction and clarify what 'synthesis' means Ask questions to check for comprehension since students cannot synthesize without comprehension Modeling Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Explicit vocabulary instruction and clarify what 'synthesis' means Ask questions to check for comprehension since students cannot synthesize without comprehension Utilize RTI strategies including modeling Tier II and Tier III intervention Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8

**Writing
Standard W.8**

Essential Question(s): How do writers evaluate and use sources?			
Enduring Understanding:			
Vocabulary: accuracy, asses, works cited, search items, plagiarism, credible, annotate, citation, gather relevant information, MLA format for citation, multiple print and digital sources			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
NJSLS Standard: W.8.8			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. 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.	<ul style="list-style-type: none"> ● Evaluate sources ● Incorporate various types of note-taking strategies. ● Identify the credibility of sources ● Understand what constitutes plagiarism ● Use standard format to cite information ● Sort information ● Utilize search terms effectively ● Create bibliographic entries for sources 	<ul style="list-style-type: none"> ● Determine if a source is appropriate and accurate in relation to the topic ● Review standard format for citation ● Explain and provide sample of plagiarism vs. proper citation ● Model sorting information from various sources ● Provide examples of effective search terms ● Instruct students in the questions they should ask to determine the credibility of any content but especially online sources. 	<ul style="list-style-type: none"> ● Students will conduct a plagiarism web quest ● Students will complete a structure check-list to determine the credibility of their sources

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">• Students will compile a list of appropriate secondary and primary sources in the form of a Prezi.	<ul style="list-style-type: none">• Graphic Organizers• Ensure the understanding of plagiarism and the negative consequences• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Extended time• Modified assignments• Small group, alternate location• Modeling• Ensure the understanding of plagiarism and the negative consequences• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• RTI intervention strategies• Tier II and Tier III intervention• Morning tutoring• After school program• Parental contact

Language Arts Curriculum: Grade 8

**Writing
Standard W.9**

Essential Question(s): How do writers apply evidence from text to support conclusions?			
Enduring Understanding:			
Vocabulary: analysis,;delineate and evaluate reasoning; draw evidence; evidence is relevant and sufficient; reasoning; support analysis, reflection and research			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.8.9			
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar:
a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).	<ul style="list-style-type: none"> ● Compare the literary elements of a modern fiction text to a traditional fiction text ● Examine characters, plots, and themes to determine the connections between and evolution of these elements from the traditional to the modern texts ● Compose a piece of writing which analyzes how modern fiction draws on themes, events, or characters from traditional works 	<ul style="list-style-type: none"> ● Introduce students to a wide range of sources of evidence, including examples, statistics, expert opinions, interviews, surveys, observations, experiments, primary source documents, and quotations ● As a class, analyze representative examples of how writers on the opinion page of newspapers use evidence to support their analysis. 	
b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “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”).	<ul style="list-style-type: none"> ● Identify the author’s claim ● Evaluate the claim based on the reasons and evidence provided ● Determine the claims relevancy ● Write a critique that evaluates the argument and claims made in a text, noting the reasons and 	<ul style="list-style-type: none"> ● Teach students how to identify the author’s argument/claim ● Model how to determine if reasons support argument/claim ● “What is the author’s argument and how does he/she support this argument?” 	

	evidence used to support the claims	<ul style="list-style-type: none"> Teach students how to critique the claims made in a text in writing 	
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Examine a current issue in the news and create two editorial cartoons, each presenting a different viewpoint on the issue. 	<ul style="list-style-type: none"> Graphic Organizers Pre-teach vocabulary Build background knowledge For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Video clips Word Wall Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> RTI strategies including modeling Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8

Writing

Standard W.10

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?			
Enduring Understanding:			
Vocabulary: audiences, extended time frames, purposes, range of tasks, purposes, and audiences, research, revision, routinely, shorter time frames, tasks			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			
Standard: W.8.10			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. 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.	<ul style="list-style-type: none"> • Write using different time frames • Write various genres • Use various writing strategies for different time frames 	<ul style="list-style-type: none"> • Teach how writing varies according to determined time frame, task, purpose, and audience • Demonstrate the use of various graphic organizers for different timepieces. 	<ul style="list-style-type: none"> • Students will respond reflectively journal prompts • Students will complete research reports on a famous/historical individual of their choice. • Students will research various career choices • Students will write narratives based upon non-fiction passages.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will create video projects along with written reports. 	<ul style="list-style-type: none"> • Graphic Organizers • Give students the opportunities to write regularly to argue, inform/explain, inspire and entertain 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling

	<p>so they become familiar with the requirements of each type of writing.</p> <ul style="list-style-type: none"> For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Give students the opportunities to write regularly to argue, inform/explain, inspire and entertain so they become familiar with the requirements of each type of writing. Refer to each student's IEP for more specific modifications 	<p>Tier II and Tier III intervention</p> <ul style="list-style-type: none"> More frequent STAR assessments Morning tutoring After school program Parental contact
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Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.1

<p>Essential Question(s): How do students express thoughts and ideas in an effective manner? Why is discussion important to consensus building?</p>
<p>Enduring Understanding: Language is a powerful tool than can stir emotions and spark people to act. Effective discussion can build consensus and function as the catalyst for change.</p>
<p>Vocabulary: acknowledge new information expressed by others, build on others' ideas, clearly, individual roles, pose questions, qualify or justify their views in light of the evidence, relevant observations</p>
<p>Speaking and Listening</p>
<p>Anchor Standard: Research and Build Present Knowledge</p>
<p>Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Standard: SL.8.1</p>

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>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.</p>			
<p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ● Prepare notes, questions, and/or discussion topics ● Generate discussion points ● Cite evidence from text 	<ul style="list-style-type: none"> ● Provide opportunities for group discussions ● Review the foundational processes involved in public speaking ● Review note taking ● Review how to use text to support ideas/positions ● Model how to contribute to class discussions <ul style="list-style-type: none"> - Questions/responses <p>Use graphic organizer to organize ideas</p>	<ul style="list-style-type: none"> ● Students will participate in a Socratic Seminar after reading <i>The Boy In The Striped Pajamas</i>. ● Students will work in cooperative groups to participate in a debate and gather their notes and evaluate evidence in order to select the best for their side of the debate.
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p>	<ul style="list-style-type: none"> ● Follow rules for discussion ● Assume a variety of discussion roles ● Listen attentively to participants 	<ul style="list-style-type: none"> ● Establish rules and procedures for discussion and group work that encourages cooperation ● Review roles that one can take in a discussion ● Establish procedures for tracking goals 	<ul style="list-style-type: none"> ● Students will work In literature circles and have different assignments
<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with</p>	<ul style="list-style-type: none"> ● Ask questions that require detailed responses ● Respond to questions with relevant answers 	<ul style="list-style-type: none"> ● Model open ended questions that required detailed responses ● Encourage thoughtful commentary 	<ul style="list-style-type: none"> ● Students will participate in a debate about the juvenile justice system

<p>relevant evidence, observations, and ideas.</p>			<p>where they ask questions and respond to questions from the opposing side</p> <ul style="list-style-type: none"> • Students will share ideas, examples, and insights productively and respectfully in informal conversation/discussions.
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<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> • Synthesize ideas presented in discussion • Draw conclusions based on discussion 	<ul style="list-style-type: none"> • Model how to evaluate all the information presented • Have students reflect on original ideas vs. ideas after the discussion 	<ul style="list-style-type: none"> • After reading <i>The Outsiders</i>, students will refer back to their anticipation guide and discuss how their ideas have changed. • Students will participate in a debate in order to form an opinion with support garnered from independent research.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Have students track participation by keeping a record of the exchange 	<ul style="list-style-type: none"> • If students are reticent about speaking in front of the class, have students share a written response. 	<ul style="list-style-type: none"> • Extended time • Provide students with sentence templates that provide them with 	<ul style="list-style-type: none"> • Have students share in small groups • Morning tutoring

<p>using codes that indicate who starts the conversation, responds or extends; use this record to assess and/or provide feedback to literature circle groups.</p>	<ul style="list-style-type: none">• Have students share in small groups• Provide students with sentence templates that provide them with the language needed to enter the conversation (e.g. I agree with what Bob said about_____, but I disagree with Sally about_____.)• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<p>the language needed to enter the conversation (e.g. I agree with what Bob said about_____, but I disagree with Sally about_____.)</p> <ul style="list-style-type: none">• Have students share in small groups• Modified assignments• Small group• Modeling• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• After school program• Parental contact
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Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.2

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
Enduring Understanding:			
Vocabulary: media, purpose, tone, motives, integrate, interpret, format,			
Speaking and Listening			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NJSLS Standard: SL.8.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Analyze the purpose of information provided by various forms of media Evaluate the motives of the presentation 	<ul style="list-style-type: none"> Provide samples of diverse media Model how to effectively analyze the purpose of the information Provide opportunities to identify and evaluate motive of presentation Model for students by thinking aloud as class views, listens to or reads a text including pausing a video, audio or reading to indicate to students what teacher notices 	Students will analyze propaganda techniques presented in different commercials. Students will then create propaganda using these techniques.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create propaganda using a form of media along with a written form. 	<ul style="list-style-type: none"> Graphic Organizers Play audio, video, or mixed media texts multiple times and discuss aloud teacher's observations. Offer online links to audio and videos so they can replay it numerous times For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Video clips Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies Play audio, video, or mixed media texts multiple times and discuss aloud teacher's observations. Offer online links to audio and videos so they can replay it numerous times

	elcurriculum/ela/ellscaffolding/3u1.pdf		<ul style="list-style-type: none">• Morning tutoring• After school program• Parental contact
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Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.3

Essential Question(s): How do listeners evaluate speakers?

Enduring Understanding: Students will understand that presenting facts clearly and accurately will provide relevant support for an argument. Evaluating evidence is important in the decision making process.

Vocabulary: argument, claim, delineate, fallacies, bias, balanced, evidence, rhetoric, point of view, soundness of reasoning

Speaking and Listening

Anchor Standard: Research and Build Present Knowledge

Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Standard: SL.8.3

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>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.</p>	<ul style="list-style-type: none"> Recognize logical fallacies in media and their impact on the listener or viewer Determine if the speaker is balanced or bias 	<ul style="list-style-type: none"> Introduce logical fallacies (i.e. card-stacking, band wagon, non sequitur, slipper slope, ad hominem). Use a graphic organizer to identify a speaker’s arguments Review of persuasive arguments and strategies 	<ul style="list-style-type: none"> Review logical fallacies and have a gallery walk where students identify which logical fallacy is being used. Students will be given various speeches and they need to code the speaker’s argument by underlining the argument and claims. Students will identify ethos, logos and pathos in various political speeches

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students can find advertisements that depict 	<ul style="list-style-type: none"> Video clips Oral/Visual prompting 	<ul style="list-style-type: none"> Extended time Modified assignments 	<ul style="list-style-type: none"> Numerous examples Video clips

<p>all of the different types of logical fallacies</p>	<ul style="list-style-type: none"> ● Use a speech that students can read, hear, and watch so these various versions can help students evaluate different aspects of the speech. ● Numerous examples for practice ● Explicit vocabulary instruction ● Build background knowledge ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Small group, alternate location ● Modeling ● Video clips ● Build background knowledge ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact
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Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.4

<p>Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?</p>
<p>Enduring Understanding:</p>
<p>Vocabulary: coherent, logic, supporting evidence, organization, pertinent descriptions, findings, appropriate to the task, purpose, and audience.</p>
<p>Speaking and Listening</p>
<p>Anchor Standard: Presentation of Knowledge and Ideas</p>
<p>Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>NJSLS Standard: SL.8.4</p>

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>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.</p>	<ul style="list-style-type: none"> ● Develop a comprehensive presentation including - facts, details, descriptions, and examples ● Demonstrate effective public speaking skills 	<ul style="list-style-type: none"> ● Model and provide examples of effective public speaking skills ● Provide examples of an effective presentation ● Provide presentation rubric ● Provide examples of a variety of ways to organize information and evidence (such as order of importance, classification) 	<ul style="list-style-type: none"> ● Students will participate in a “Survivor Island” challenge where they will present information gleaned from reading a self-selected biography or autobiography and give information about the significance of their contribution to society. ● Students will participate in a debate and groups will need to determine which evidence they have that best supports the claim they wish to make ● Students will work in groups to analyze a printed copy of speech, and they will

			analyze the figurative language, diction, syntax, imagery, and tone.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Work with struggling students to practice their public speaking skills and offer constructive criticism 	<ul style="list-style-type: none"> • Model using students' work • Practice with teacher in alternate location • Provide numerous opportunities for practice • Have students outline a speech to understand the structure. • Explicit vocabulary instruction • http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Modeling • Video clips about public speaking • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling. • Tier II and Tier III intervention • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.5

Essential Question(s): How do students enhance a presentation?
Enduring Understanding:
Vocabulary: add interest, audio elements, data, digital media, enhance understanding, graphical elements, visual displays, visual elements
Speaking and Listening
NJSLS Anchor Standard: Presentation of Knowledge and Ideas

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLS Standard: SL.8.5

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> • Locate relevant multimedia and visual components to enhance presentation • Effectively use multimedia and visuals to support presentation 	<ul style="list-style-type: none"> • Provide list of possible multimedia components • Show examples of visual aids • Provide exemplary samples of presentations 	Students will be able to choose from use a variety of presentation applications (PowerPoint, Prezi, etc.) in order to make a presentation

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create a comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Ensure that students know how to use digital tools • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Modified assignments • Small group, alternate location • Modeling • Ensure that students know how to use digital tools • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Ensure that students know how to use digital tools • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8
Speaking and Listening
Standard SL 8.6

Essential Question(s): How do students demonstrate command of formal English?			
Enduring Understanding:			
Vocabulary:			
Speaking and Listening			
NJSLS Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate			
Standard: SL.8.6			
Grade Specific Standard	Skills	Procedures and Examples	Exemplar
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Identify audience and purpose for presentation • Use language appropriate to situation 	<ul style="list-style-type: none"> • Review characteristics of formal and informal English language (transitions, slang, pronunciation etc) • Provide opportunities for use of formal and informal English 	<ul style="list-style-type: none"> • Students will watch a video on formal and informal writing emphasizing what is not appropriate for essays

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none">• strip, or timeline to represent alternate version	<ul style="list-style-type: none">• Graphic Organizers• Read Aloud• Explicit vocabulary instruction• Build background knowledge of character traits• Cause/effect correlations• Real-life connections• For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Extended time• Modified assignments• Small group, alternate location• Modeling• Video clips• Word Wall• Build background knowledge• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• RTI strategies including reciprocal teaching and modeling• Tier II and Tier III intervention• More frequent STAR assessments• Morning tutoring• After school program• Parental contact

Language Arts Curriculum: Grade 8

Language

Standard L.8.1

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
Enduring Understanding: The conventions of English grammar rules help readers understand what is being communicated. The form and use of verbs can be effectively used to indicate shifts in voice, intonation, and mood.			
Vocabulary: verbals, gerunds, participles, infinitives, indicative, imperative, interrogative, conditional, subjunctive mood, clause			
Language			
NJSLS Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
NJSLS Standard: L.8.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<ul style="list-style-type: none"> • Demonstrate an understanding of the function of verbals • Use verbals to enhance sentences 	<ul style="list-style-type: none"> • Review form and function of verbals • Model effective use of verbals in written expression • Provide opportunities for students to use verbals in their writing 	<ul style="list-style-type: none"> • Students will identify verbals (gerunds, participles, and infinitives) using different colored highlighter, in an exemplar essay • Students will generate verbals for a Cloze Activity
b. Form and use verbs in the active and passive voice.	<ul style="list-style-type: none"> • Distinguish the difference between active and passive voice • Use verbs in the active and passive voice 	<ul style="list-style-type: none"> • Review active and passive voice • Provide examples of active and passive voice • Provide opportunities for students to use verbs in active and passive voice 	<ul style="list-style-type: none"> • Students will circle a verb in the sentence and identify whether it is

			active or passive ● Sadlier 's <i>Grammar for Writing</i>
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<ul style="list-style-type: none"> ● Demonstrate an understanding of the formation of verbs in various moods ● Apply an understanding of the relationship between the mood of the verb and the purpose of a sentence 	<ul style="list-style-type: none"> ● Define target verb forms ● Provide examples of verb in various moods ● Provide opportunities for students to use verbs in various moods 	Students will apply their knowledge to one of their former pieces of writing to demonstrate full understanding of the concept.
d. Recognize and correct inappropriate shifts in verb voice and mood.	<ul style="list-style-type: none"> ● Strengthen writing and speaking by correcting inappropriate shifts in mood and voice of verbs 	<ul style="list-style-type: none"> ● Review voice and mood ● Providing practice in editing for correct mood and voice 	

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Create a how-to video 	<ul style="list-style-type: none"> ● Provide numerous examples and opportunities for practice ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Provide numerous examples and opportunities for practice ● Extended time ● Modified assignments ● Small group, alternate location ● Modeling ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Provide numerous examples and opportunities for practice ● Morning tutoring ● After school program ● Parental contact

Language Arts Curriculum: Grade 8
Language

Essential Question(s): How do students effectively use the convections of standard English mechanics to convey a message?			
Enduring Understanding: Application of proper mechanics in writing promotes effective written communication			
Vocabulary: ellipsis, omission, capitalization, conventions, coordinate adjectives, Standard English , punctuation			
Language			
NJSLS Anchor Standard: Convections of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L.8.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<ul style="list-style-type: none"> Apply an understanding of the choices and functions among punctuation to show a pause or break Strengthen writing by editing for correct punctuation to indicate a pause or break 	<ul style="list-style-type: none"> Review the uses of the comma, ellipsis and dash Provide direct instruction and assign appropriate practice as needed 	<ul style="list-style-type: none"> Sadlier's <i>Grammar for Writing</i>
b. Use an ellipsis to indicate an omission.	<ul style="list-style-type: none"> Apply an understanding of punctuation to show an omission 	<ul style="list-style-type: none"> Model how to use the ellipsis to indicate an omission 	<ul style="list-style-type: none"> Sadlier's <i>Grammar for Writing</i>
c. Spell correctly.	<ul style="list-style-type: none"> Spell correctly grade appropriate general academic and domain specific words Use print, digital, and prior knowledge to support correct spelling 	<ul style="list-style-type: none"> Use grade appropriate non-familiar words (i.e. vocabulary words) to reinforce correct spelling Stress the importance of proofreading for spelling 	<ul style="list-style-type: none"> Engage in small collaborative group-mechanics circles, whereby each students is assigned a specific role (punctuation protector, spelling seeker, capitalization captain) editing first drafts

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Offer examples of more complex examples ● Demonstrate what they learned in an actual piece of writing 	<ul style="list-style-type: none"> ● Graphic Organizers ● Provide numerous examples ● Begin with most basic examples and progress to more complex examples over time ● Provide opportunities for extra practice ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group, alternate location ● Provide opportunities for extra practice ● Begin with most basic examples and progress to more complex examples over time ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Morning tutoring ● After school program ● Parental contact

Language Arts Curriculum: Grade 8

Language
Standard L.8.3

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?
Enduring Understanding: Effectively use the conventions of standard English when writing, speaking, reading or listening

Vocabulary: active, passive, mood, tone voice, conditional mood, subjunctive, wordiness, vary sentence patterns for meaning, redundant, precision, maintain consistency in style and tone

Language

Anchor Standard: Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLS Standard: L.8.3

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)</p>	<ul style="list-style-type: none"> Recognize when to use active voice and passive voice according to purpose Apply an understanding of how the mood of verbs affects meaning in speech or writing 	<ul style="list-style-type: none"> Provide practice to determine when to use active and passive voice Provide examples of how mood conveys meaning 	<ul style="list-style-type: none"> Students will work in collaborative groups and engage in reading periodical articles to identify passive and active verbs Students will explore changing social and cultural attitudes (e.g. voice and mood) can change the way a sentence is written Practice identifying the mood in several short passages Students will review personal work with a partner and
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			evaluate if they were successful in achieving the desired mood
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create a storyboard illustrating the differences between passive and active voice 	<ul style="list-style-type: none"> • Provide them with numerous examples of a variety of moods • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Oral prompting • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 8

Language
Standard L.8.4

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?
Enduring Understanding: Words powerfully affect meaning. Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources.
Vocabulary: affixes, context clues, inferred meaning, parts of speech, precise meaning, range of strategies, roots, determine and clarify the meaning of unknown and multiple-meaning words
Language
NJSLS Anchor Standard: Vocabulary Acquisition and Usage
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLS Standard: L.8.4

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , 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.	<ul style="list-style-type: none"> ● Apply an understanding of the various types of context clues to determine word or phrase meaning ● Apply an understanding of inference and drawing conclusions to determine word or phrase meaning 	<ul style="list-style-type: none"> ● Review and model use of context clues to determine meaning ● Teach students a range of strategies to choose from , including using context clues, word parts, reference works, and available resources such as indexes, glossaries, sidebars, and footnotes. 	<ul style="list-style-type: none"> ● Students will construct meaning of words based on context clues provided within the given passage of fiction and non-fiction passages. ● Sadlier's <i>Grammar for Writing</i>
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	<ul style="list-style-type: none"> ● Apply an understanding of basic word parts as clues to word meaning ● Apply an understanding of root word families to determine the meaning of a word 	<ul style="list-style-type: none"> ● Provide word lists based on Greek or Latin affixes and roots ● Create word wall, class dictionary, word of the day ● Work with students to identify suffixes, prefixes, and roots that make-up a particular word. 	<ul style="list-style-type: none"> ● Students will practice analyzing word meanings by learning root words and affixes. They work in a variety of ways with a list of about 20 common but challenging words to learn the definition and spelling of each. Next, they will get in small groups to design and play the Make-a-Word card game, during which they must form complete words with three

			cards: a prefix, a root word, and a suffix.
c. 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.	<ul style="list-style-type: none"> Use reference materials, both print and digital, to refine word choices 	<ul style="list-style-type: none"> Review how to use and locate appropriate reference materials Review how to use a pronunciation key in a dictionary 	Teacher will provide lists of allusions and specialized phrases from <i>Through the Looking Glass</i> used in “Jabberwocky” and students will use to help analyze what each line means in the poem.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> Apply an understanding of the skills in L.4.a-c to verify word meaning. 	<ul style="list-style-type: none"> Consult appropriate reference materials. 	Students will practice dictionary skills

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create comic strip for meanings of words. 	<ul style="list-style-type: none"> Graphic Organizers Ensure students have access to ELL dictionary in their primary language at school and at home Develop a set of “Most Important” words for students to know For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> Develop a set of “Most Important” words for students to know Extended time Modified assignments Small group, alternate location Modeling Word Wall Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> Develop a set of “Most Important” words for students to know Morning tutoring After school program Parental contact

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Language Arts Curriculum: Grade 8

Language
Standard L.8.5

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?			
Enduring Understanding: Knowledge of figurative language, word relationships, and nuances in word meanings aide in communication and analysis skills			
Vocabulary: allusion, analogy, antonym, denotations, figurative language, interpret, nuance, pun, synonyms, verbal irony, word relationships			
Language			
Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.			
NJSLS Standard: L.8.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<ul style="list-style-type: none"> Determine the meaning of figurative language in context Apply knowledge of figurative language to a critical reading of a text. Interpret how figurative language conveys experiences and events Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning 	<ul style="list-style-type: none"> Define and provide examples of a variety of a figurative language. Ask students- " Why do authors use different types of figurative language?" "How does its use impact the text?" Guide students to identify and interpret the use of figurative language in context 	<ul style="list-style-type: none"> Students will analyze the use of figurative language in <i>The Outsiders</i>, <i>The Boy in the Striped Pajamas</i>, and "Oh Captain, My Captain."
b. Use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none"> Apply an understanding of connections between words according to their relationship 	<ul style="list-style-type: none"> Provide practice for students to determine the connections that exist between words 	<ul style="list-style-type: none"> Sadlier's <i>Grammar for Writing</i>
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> ,	<ul style="list-style-type: none"> Apply an understanding of connotation to judge word choice 	<ul style="list-style-type: none"> Review the difference between connotation and denotation Provide and encourage students to use reference materials 	<ul style="list-style-type: none"> Students participate in a "Shades of

<i>willful, firm, persistent, resolute).</i>	<ul style="list-style-type: none"> Discuss how precise words convey experiences and events 	<ul style="list-style-type: none"> Create a word wall, class dictionary, Word of the Day, synonym web 	Meaning “ word sort
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will generate a group of words that are related to a concept and will next sort the words by a particular part of speech. After reading a short text, have students create a three-column organizer and as teacher reads, students will sort into nouns, verbs, and adjectives. For example, use the noun character and change it into a verb-characterize and next change it into another noun-such as characteristic 	<ul style="list-style-type: none"> Pre-teach vocabulary and illustrate numerous examples Visual reminders/prompts For more, see http://www.state.nj.us/education/mod/curriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Word Wall Build background knowledge Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 8
Language
Standard L.8.6

Essential Question(s): How do students apply their knowledge of the English language to communicate most effectively?
Enduring Understanding: Academic and domain specific words enable individuals to effectively expand their communication and comprehension
Vocabulary: Standard English

Language			
NJSLS Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L.8.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Use grade appropriate language and vocabulary at a level of proficiency Independently use standard English to communicate effectively 	<ul style="list-style-type: none"> Model appropriate standard English Provide speaking and writing opportunities during which students can strength command of standard English 	<ul style="list-style-type: none"> Students will collaborate with peers to use domain specific vocabulary to construct a summary or story
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create a speech appropriately applying domain specific vocabulary 	<ul style="list-style-type: none"> Read Aloud Pre-teach vocabulary Ensure that students know the essential academic terms needed for that night's homework For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Ensure that students know the essential academic terms needed for that night's homework Extended time Modified assignments Small group, alternate location Word Wall Build background knowledge Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Utilize RTI strategies and Tier II and Tier III intervention Ensure that students know the essential academic terms needed for that night's homework Morning tutoring After school program Parental contact