

Green Township School District GRADE 8 ELA Curriculum--Revised 2017

Overview	READING	WRITING	SPEAKING & LISTENING	LANGUAGE
Unit 1 Progress (6 weeks)	Primary Focus Standards: RL 8.1 RI.8.1 RI 8.2 RL 8.3 RI 8.3 RL 8.5 RI 8.8	Primary Focus Standards: W.8.3 W.8.4 W.8.5 W.8.6	Primary Focus Standards: SL.8.1	Primary Focus Standards: L.8.1 L.8.2 A, C
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> ● Narrative ● Literary Analysis ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process.
Unit 2A Conflict (5 weeks)	Primary Focus Standards: RL 8.1 RI 8.1 RL 8.2 RI 8.2 RL 8.3 RI8. 3 RL 8.4 RI 8.4 RI.8.5	Primary Focus Standards: W.8.2 W.8.4 W.8.5 W.8.6	Primary Focus Standards: SL.8.5	Primary Focus Standards: L.8.2 L.8.4 A L.8.6

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	RI.8.7	Tech std.8.1.8.A.2, 8.1.8.C.1		
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Informational ● Literary Analysis ● Research ● Routine Writing 	<p>Task Types:</p> <ul style="list-style-type: none"> ● Small and whole group discussions ● Multimedia presentation 	<p>These standards are embedded within the writing process.</p>
<p>Unit 2B</p> <p>Heroes</p> <p>(5 weeks)</p>	<p>Primary Focus Standards:</p> <p>RL.8.2 RI.8.2</p> <p>RL.8.3 RI.8.3</p> <p>RL.8.6 RI.8.6</p> <p> RI.8.7</p> <p> RI.8.8</p> <p>RL.8.9 RI.8.9</p>	<p>Primary Focus Standards:</p> <p>W.8.1</p> <p>W.8.4</p> <p>W.8.5</p> <p>W.8.7</p> <p>W.8.8</p> <p>W.8.9</p> <p>Tech std. 8.1.8.A.2</p>	<p>Primary Focus Standards:</p> <p>SL.8.1</p> <p>SL.8.3</p> <p>SL.8.4</p> <p>SL.8.6</p>	<p>Primary Focus Standards:</p> <p>L.8.2 B, C</p> <p>L.8.4 A, C, D</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Argument ● Literary Analysis ● Research ● Routine Writing 	<p>Task Types:</p> <ul style="list-style-type: none"> ● Small and whole group discussions ● Recitation of poem, speech, or soliloquy 	<ul style="list-style-type: none"> ● These standards are embedded within the writing process.

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	<i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>			
Unit 3A Diversity (5 weeks)	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.4 RI.8.4 RL.8.6 RI.8.6 RI.8.8 RI.8.9	Primary Focus Standards: W.8.1 W.8.4 Tech std. 8.1.8.D.1; 8.1.8.D.4	Primary Focus Standards: SL.8.2 SL.8.3	Primary Focus Standards: L.8.2 A, C L.8.5 A, C L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> ● Argument ● Literary Analysis ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions ● Elevator pitch 	<ul style="list-style-type: none"> ● These standards are embedded within the writing process.
Unit 3B Change (5 weeks)	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RI.8.3 RL.8.7 RH.8.2	Primary Focus Standards: W.8.2 W.8.4 W.8.5 W.8.7 W.8.9	Primary Focus Standards: SL.8.1 SL.8.4	Primary Focus Standards: L.8.1 A L.8.2 C L.8.3 A L.8.6

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	RH.8.5 RH.8.9			
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Informational ● Narrative ● Literary Analysis ● Research ● Routine Writing 	<p>Task Types:</p> <ul style="list-style-type: none"> ● Small and whole group discussions ● Planned interpersonal interview 	<ul style="list-style-type: none"> ● These standards are embedded within the writing process.
<p>Unit 4</p> <p>Testing Yourself</p> <p>(3 weeks)</p>	<p>Primary Focus Standards:</p> <p>RL.8.1 RI.8.1</p> <p>RL.8.2 RI.8.2</p> <p>RL.8.3 RI.8.3</p> <p>RL.8.4 RI.8.4</p> <p>RL.8.6 RI.8.6</p>	<p>Primary Focus Standards:</p> <p>W.8.4</p> <p>W.8.8</p> <p>W.8.9</p>	<p>Primary Focus Standards:</p> <p>SL.8.1</p>	<p>Primary Focus Standards:</p> <p>L.8.4 A, D</p> <p>L.8.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Narrative ● Argument ● Literary Analysis ● Research ● Routine Writing 	<p>Task Types:</p> <ul style="list-style-type: none"> ● Small and whole group discussions ● Peer feedback & reflection 	<p>These standards are embedded within the writing process.</p>

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Unit 5 Truth & Consequences (5 weeks)	Primary Focus Standards: <div style="text-align: center;"> RI.8.3 RI.8.4 RL.8.5 RI.8.5 RL.8.6 RL.8.7 RI.8.7 RL.8.9 </div>	Primary Focus Standards: <div style="text-align: center;"> W.8.3 W.8.5 W.8.9 Tech Std. 8.1.8.A.2, 8.1.8.D.2-D.5 </div>	Primary Focus Standards: <div style="text-align: center;"> SL.8.1 SL.8.4 SL.8.5 SL.8.6 </div>	Primary Focus Standards: <div style="text-align: center;"> L.8.1 </div>
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1-2 Extended Texts ● 4-8 shorter texts depending on length and complexity <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	Writing Genre: <ul style="list-style-type: none"> ● Narrative ● Argument ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions ● Speech 	These standards are embedded within the writing process.
Suggested Open Education Resources	Reading <ul style="list-style-type: none"> ● Close In on Close Reading ● Deeply Analyze Text ● Analyze an Argument ● Understanding and Analyzing an Argument ● Informational Text Strategies ● How to Write Literary Analysis Essay ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Close Reading Model Lessons 	Writing/Language <ul style="list-style-type: none"> ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center 	Speaking & Listening <ul style="list-style-type: none"> ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This 	Critical Thinking <ul style="list-style-type: none"> ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons

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	<ul style="list-style-type: none"> • Writing Character Analysis • Analyzing Theme • Vocabulry Connotations - Interview with a Vocabulary Word • Connotative/Denotative Video • Google Cultural Institute • ClassHook • Formative Assessment Tool • OER Commons • Arts Edge • CommonLit • Poetry • US Holocaust Museum • Treks (Google Maps Street View) • Digital Compass • DK Find Out • Zoom In (history) • Tween Tribune • What was there 	<ul style="list-style-type: none"> • Writing Exemplars by Grade Level and Aspects to Consider in Writing • Thesis Writing • Discussion, Planning and Questioning • Literary Analysis • Perdue Owl Literary Analysis • Edutopia Teaching Literary Analysis • Purdue OWL Writing Lab • Grammar • Narrative Essay Writing • Website Evaluation • Pixabay • My Simpleshow • Media Smarts • Piktochart • Photos for Class • Actively Learn • Hstry timeline creation tool 	<ul style="list-style-type: none"> • Accountable Talk • AVID Socratic Seminar • Listenwise • Flipgrid 	
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Pacing: 6 Weeks		Unit 1
Writing Genre: Narrative		Unit 1 Progress
Unit 1 Reading Standards		Unit 1 ESSENTIAL QUESTIONS What is worth the effort? How has science changed our lives? When is a risk worth taking? How can we fight injustice? What impact will you have on the world?
RL.8.1 .Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI .8.1 Cite the textual evidence 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"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author’s purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
	RI.8.2 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.	RI.8.2: <ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Summarize the text objectively, capturing the main ideas

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<p>RL.8. 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.</p>	<p>RI.8. 3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RL.8.3:</p> <ul style="list-style-type: none"> ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story’s plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author’s effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision <p>RI .8.3:</p> <ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer’s choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
<p>RL.8. 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.</p>		<ul style="list-style-type: none"> ● Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept ● Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept ● Analyze why the author chose a particular structure ● Analyze the impact that the structure choice has on the reader ● Evaluate the effectiveness of the structure an author uses to develop and to refine a

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		key concept
	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.8 <ul style="list-style-type: none"> ● Dissect the argument presented in a text ● Determine how direct the link is between the speaker’s overall topic to the evidence presented ● Evaluate the soundness of the reasoning for an argument ● Recognize when weak and/or irrelevant evidence is given for an argument ● Recognize when misleading support is given for an argument ● Evaluate the quality and sufficiency of the evidence given to support an argument
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <p>W.8.3.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.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.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.</p> <p>W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<ul style="list-style-type: none"> ● Establish a point of view and context ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Use figurative language to aid in description ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ● Provide a conclusion that follows from and reflects on the narrated experiences or events ● Clearly convey a conflict and a resolution to the conflict ● Apply the narrative plot structure to a real or imagined story ● Demonstrate ability to create a context or setting for the story ● Develop characters throughout the story
W.8.4. 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"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
W.8.5. With some guidance and support from peers and adults, develop		<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing

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<p>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.</p>	<ul style="list-style-type: none"> ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.8.6. 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.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">SL.8.1.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> <p style="padding-left: 20px;">SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p style="padding-left: 20px;">SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p style="padding-left: 20px;">SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<ul style="list-style-type: none"> ● Identify a variety of verb voices and moods in reading ● Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p style="padding-left: 20px;">L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use punctuation (comma, ellipsis, dash) to indicate a pause or break ● Apply common rules and patterns to spell words correctly

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Unit 1 Grade 8 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary essay on essential questions AR quizzes</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education A Single Shard The Civil War Building of the transcontinental railroad Declaration of Independence Words to Live By: Your Annotated Guide to the Constitution Preamble and First Amendment to the Constitution Encounter (Jane Yolen) So Far from Home The Other Side Voices in the Park Freedom Summer</p>

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	<p>Remember: The Journey to School Integration Through my Eyes: Ruby Bridges Sit-In: How Four Friends Stood Up by Sitting Down The Giver (quartet) The Lions of Little Rock Claudette Colvin The Maze Runner Dystopic fiction The Bar Code Tattoo The Last Book in the Universe Roll of Thunder, Hear my Cry The Giver Things they Carried Wangari's Trees of Peace: A True Story from Africa (Jeanette Winter) You are Stardust (Elin Kelsey) Scythe (Neal Shusterman) Uprising (Margaret Peterson Haddix) One Hen: How a Small Loan Made a Big Difference Wangari Maathai: The Woman who Planted Millions of Trees (Franck Prevot)</p>	
Possible Types of Assignments		
Writing: Memoir/personal vignettes	Speaking: Informal book chat Informal discussions Peer Feedback	Multimedia: Book recommendation from summer reading
Plan for Language Study		
Review: Simple sentences, compound sentences, complex sentences	New: Verbals	Academic Vocabulary: infer, compare contrast evaluate

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		<p>explain universal theme</p> <p>Prefix: trans-</p>
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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1 Grade 8

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
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2014 Technology Standards

<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF)</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>
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8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.

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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 weeks		Unit 2A
Writing Genre: Informational Text		Unit 2A: Conflict
Unit 2A Standards		Unit 2A ESSENTIAL QUESTIONS: How do wars affect individuals ? What is the cost of victory? How can we fight injustice? What is a good advice? Can allies be opponents? Can cartoons have a point?
Unit 2A Reading Standards		Unit 2A Reading Critical Knowledge and Skills
RL.8.1. 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.	RI.8.1. 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"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author’s purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
RL.8.2. 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	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot

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an objective summary of the text.	provide an objective summary of the text.	<p>or important details and facts</p> <ul style="list-style-type: none"> Summarize the text objectively, capturing the main ideas
RL.8.3. 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.	RL.8.3. 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 how specific events or dialogue significantly impact the development of a story Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character Explain why the author chose to include the dialogue or incidents Analyze the impact of the dialogue or incidents on the reader Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
RL.8.4. 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.	RI.8.4. 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"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone Identify analogies and allusions Analyze why the author chose to include specific word choice, including analogies or allusions Analyze how specific word choice, including analogies and allusions, impacts the reader Evaluate the effectiveness of the author's choice to use specific word choice
	RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	<ul style="list-style-type: none"> Compare and contrast the structure of two or more texts Provide an analysis of how the differing structure of each text contributes to its meaning and style Determine why each author chose their particular structure to contribute to the meaning and style of the text Analyze the impact that the structure choice has on the reader Make a judgment about which text structure more effectively contributes to the meaning and style of the text
	RI.8.7. 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"> Evaluate the impact different mediums have on central ideas presented in a text Evaluate how messages can most effectively be delivered to the intended audience Reflect on how effective different mediums are in expressing the message and reaching the intended audience
Unit 2A Writing Standards		Unit 2A Writing Critical Knowledge and Skills

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<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; 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).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes ● Write an introduction that clearly outlines ideas to follow ● Organize ideas and information using text structures and text features ● Write a thesis statement ● Select facts, definitions, concrete details, quotations, or other information and examples ● Use transitional words and phrases ● Choose specific vocabulary and language ● Develop and use a consistent style, approach and form for the task ● Write a conclusion to close the ideas in the text ● Create language that is appropriate to one's audience and a formal tone
<p>W.8.4. 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.)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one's audience
<p>W.8.5. 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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists
<p>W.8.6. 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.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
<p>Unit 2A Speaking and Listening Standards</p>	<p>Unit 2A Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<ul style="list-style-type: none"> ● Incorporate multimedia and visual displays into presentations ● Analyze the impact that these multimedia and visual displays will have on the reader
<p>Unit 2A Language Standards</p>	<p>Unit 2A Language Critical Knowledge and Skills</p>

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L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Apply common rules and patterns to spell words correctly
<p>L.8.4. 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.</p> <p>L.8.4.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.</p>	<ul style="list-style-type: none"> • Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital
L.8.6. 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"> • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 2A Grade 8 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>STAR Reading Test AR Quizzes Study Island pre-test and practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary Essay on Essential Questions AR Quizzes</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education The Boy's War</p>

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	<p>My Brother Sam is Dead Night Sophia’s War Chains “Paul Revere’s Ride” Fever 1793 Churchill’s “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940.” Gleam and Glow, The Wall (Eve Bunting) Between Shades of Gray Never Fall Down Code Name Verity A Long Walk to Water The Berlin Boxing Club A Long Way Gone Divergent Shooting at the Stars: The Christmas Truce of 1914 Things they Carried Freedom Summer (Deborah Wiles) Prisoner B-3087 (Alan Gratz) Refugee (Alan Gratz) The Hunger Games (Suzanne Collins) The Legend of Rock, Paper, Scissors (Drew Daywalt) Mercedes and the Chocolate Pilot (Jeanette Winter) Shooting at the Stars (John Hendrix)</p>	
Possible Types of Assignments		
<p>Writing: Explain historical context of a political cartoon Summarize a modern or historical conflict using Newsela articles, etc.</p>	<p>Speaking: Present a slide show to introduce a historical conflict and its influence on today.</p>	<p>Multimedia: Slide show presentation Tech std.8.1.8.A.2, 8.1.8.C.1</p>
Plan for Language Study		
<p>Review: Verb formation Irregular verbs</p>	<p>New: Recognizing and correcting shifts in verb tense.</p>	<p>Academic Vocabulary: predict summarize information allusion bias thesis Prefix: super-</p>

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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 2A Grade 8

- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

[21st Century Skills/ Career Ready Practices:](#)

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- 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.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

[2014 NJ Technology Standards:](#)

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
- All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and

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communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.

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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 weeks			UNIT 2B		
Writing Genre: Argument		Unit 2B: Heroes			
Unit 2B Standards		Unit 2 B: Essential Questions			
		<p>What does it mean to be a hero / heroine?</p> <p>When is it better not to know?</p> <p>What are the signs of greatness?</p> <p>When is a risk worth taking?</p> <p>When is it okay to be scared?</p>			
Unit 2B Reading Standards		Unit 2B Critical Knowledge and Skills			
RL.8.2 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.	RI.8.2. 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.	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas 			
RL.8.3 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.	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<p>RL.8.3:</p> <ul style="list-style-type: none"> ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision 			

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		<ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer’s choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
<p>RL.8.6. 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.</p>	<p>RI.8.6 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"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices
	<p>RI.8.8 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.</p>	<ul style="list-style-type: none"> ● Dissect the argument presented in a text ● Determine how direct the link is between the speaker’s overall topic to the evidence presented ● Evaluate the soundness of the reasoning for an argument ● Recognize when weak and/or irrelevant evidence is given for an argument ● Recognize when misleading support is given for an argument ● Evaluate the quality and sufficiency of the evidence given to support an argument
<p>RL.8.9 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</p>	<p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<ul style="list-style-type: none"> ● Recognize that literary themes are timeless ● Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works ● Read a variety of texts of varying formats and time periods that all focus around a common literary theme ● Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts ● Determine how writers modernize their presentation of a theme while still holding

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<p>the material is rendered new.</p>		<p>true to the characteristics of that genre.</p> <ul style="list-style-type: none"> ● Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer’s approach ● Analyze why an author chose to draw on elements from myths, traditional stories, or religious words ● Analyze the impact of the author’s choice to reference elements from earlier works on the reader ● Evaluate the effectiveness of the author’s choice to reference earlier works ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer’s overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation ● Analyze the impact that discrepancies in fact and interpretation between authors has on the reader ● Make a judgment about which author’s presentation of the information was more credible and effective
<p>Unit 2B Writing Standards</p>	<p>Unit 2B Writing Critical Knowledge and Skills</p>	
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion
<p>W.8.4 Produce clear and coherent writing in which the development,</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt

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<p>organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.8.5 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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.8.7 (Choice). 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.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions ● Determine keywords or topics for each question ● Conduct research and synthesize multiple sources of information ● Compose follow-up research questions based on the initial search
<p>W.8.8 (Choice). 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards 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").</p> <p>W.8.9.B. Apply grade 8 Reading standards 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").</p>	<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence
<p>Unit 2B Speaking and Listening Standards</p>	<p>Unit 2B Speaking and Listening Critical Knowledge and Skills</p>

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<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.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> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.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"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims ● Identify when extraneous information is presented
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations
<p>Unit 2B Language Standards</p>	<p>Unit 2B Language Critical Knowledge and Skills</p>
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.B. Use an ellipsis to indicate an omission.</p>	<ul style="list-style-type: none"> ● Use punctuation (comma, ellipsis, dash) to indicate an omission ● Apply common rules and patterns to spell words correctly

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<p>L.8.2.C. Spell correctly.</p> <p>L.8.4 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.</p> <p>L.8.4.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.</p> <p>L.8.4.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.</p> <p>L.8.4.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).</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
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Unit 2B Grade 8 What This May Look Like	
District / School Formative Assessment Plan	District / School Summative Assessment Plan
<p>STAR Reading Test</p> <p>AR Quizzes</p> <p>Study Island practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p> <p>Class discussions</p> <p>Writing drafts and conferences</p> <p>Newsela quizzes and responses*</p> <p>Reading responses*</p> <p>Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary Essay on essential questions</p> <p>AR quizzes</p>
Core Instructional Materials	District/School Supplementary Resources

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<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education Greek mythology: Jason, Perseus, etc. Percy Jackson Paul Revere's Ride Code Talker Biographies Harriet Tubman Lincoln Photobiography The Last Book in the Universe Roll of Thunder, Hear my Cry (CCSS Exemplar Text) Night John Adams "On Thomas Jefferson" (CCSS Exemplar Text) Fifty Cents and a Dream In Flanders Fields (Linda Granfield) Nubs: The True Story of a Mutt, a Marine, & a Miracle (Brian Dennis) Eleanor, Quiet no More (Doreen Rapaport) The Wall (Eve Bunting) The Book Itch: Freedom, Truth, & Harlem's Greatest Bookstore Nelson Mandela (Kadir Nelson)</p>	
Possible Types of Assignments		
<p>Writing: Hero essay (informational) Personal definition of a hero / hero poem</p>	<p>Speaking: Recitation: excerpt of speech, soliloquy, poem</p>	<p>Multimedia: Infographic: Profile of a Hero Tech std. 8.1.8.A.2</p>
Plan for Language Study		
<p>Review: Pronoun / antecedent agreement</p>	<p>New: Passive and Active Voice Using dashes to indicate a pause or break</p>	<p>Academic Vocabulary: formulate support trace extraneous slanted material archetype rhetorical question</p>

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Interdisciplinary Connections throughout the K-12 Curriculum: Unit 2B Grade 8	
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 	
Integration of 21st Century Themes and Skills	
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
2014 Technology Standards	
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology,</p>

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engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

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- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 weeks		Unit 3 A
Writing Genre: Argument		Unit 3A Diversity
Unit 3A Standards		Unit 3A ESSENTIAL QUESTIONS What similarities / differences exist among us? What is really normal? What shows others who we are? Who is the real you? Does beauty matter? Can you belong in two places? Why do we see our family as "normal"?
Unit 3A Reading Standards		Unit 3A Reading Critical Knowledge and Skills
RL.8.1 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.	RI.8.1 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"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author’s purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
RL.8.4 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.	RI.8.4 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"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader ● Evaluate the effectiveness of the author’s choice to use specific word choice

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<p>RL.8.6. 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.</p>	<p>RI.8.6 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"> ● Provide a statement of an author's point of view and author's purpose in a nonfiction text ● Determine how one or more differences in the points of view can create bias in nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author's point of view or purpose choices on the reader ● Evaluate the effectiveness of the author's point of view or purpose choices
	<p>RI.8.8 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.</p>	<ul style="list-style-type: none"> ● Dissect the argument presented in a text ● Determine how direct the link is between the speaker's overall topic to the evidence presented ● Evaluate the soundness of the reasoning for an argument ● Recognize when weak and/or irrelevant evidence is given for an argument ● Recognize when misleading support is given for an argument ● Evaluate the quality and sufficiency of the evidence given to support an argument
	<p>RI.8.9 R.I.8.9. 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.</p>	<ul style="list-style-type: none"> ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer's overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation ● Analyze the impact that discrepancies in fact and interpretation between authors has on the reader ● Make a judgment about which author's presentation of the information was more credible and effective
<p>Unit 3A Writing Standards</p>		<p>Unit 3A Writing Critical Knowledge and Skills</p>
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. Establish and maintain a formal style/academic style, approach,</p>		<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and

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<p>and form. W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>evidence</p> <ul style="list-style-type: none"> Choose a consistent style, approach, and form for the task Close the text with a conclusion
<p>W.8.4. 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)</p>	<ul style="list-style-type: none"> Identify defining characteristics of a variety of writing tasks Utilize strategies to unpack a writing prompt Write for a specific purpose and audience Select an appropriate text structure or format for the task Use language that is precise and powerful to create voice Create a tone that is appropriate for one’s audience
<p>W.8.5. 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.</p>	<ul style="list-style-type: none"> Revise and edit intentionally to improve writing Generate ideas to develop topic Revise writing with a partner or self-editing checklists View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.8.6. 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.</p>	<ul style="list-style-type: none"> Use technological resources to enhance writing Use technology to broaden research base Use evidence found online to support ideas Give and receive feedback using technology Seek out authentic publishing opportunities
<p>Unit 3A Speaking and Listening Standards</p>	<p>Unit 3A Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ul style="list-style-type: none"> Determine the purpose for presenting information in different media and formats Interpret the presenter’s purpose in conveying the information using particular media and formats Analyze the impact that the use of particular media and formats has on the audience Evaluate the effectiveness of the presenter’s media and format choices
<p>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> Determine the speaker’s argument and claims Evaluate whether the speaker’s reasoning is rational and legitimate Evaluate whether there is enough evidence to support the claims Identify when extraneous information is presented
<p>Unit 3A Language Standards</p>	<p>Unit 3A Language Critical Knowledge and Skills</p>
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break Apply common rules and patterns to spell words correctly
<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5.A. Interpret figures of speech (e.g. verbal irony, puns) in context. L.8.5.C. Distinguish among the connotations (associations) of words with</p>	<ul style="list-style-type: none"> Define and identify figures of speech Determine the meaning of and purpose of figures of speech in context Identify the relationship of words Clarify words by using the relationship between them

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<p>similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<ul style="list-style-type: none"> ● Discern the difference in meaning between closely related words
<p>L.8.6 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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
Unit 3A Grade 8 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary essay on essential questions AR quizzes</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education The Pigman Seedfolk The Red Pyramid Who put the Hair in my Toothbrush Flipped Monkey Island Civil rights “I have a Dream” Brown vs. Board of Education</p>

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	<p>Colin Powell Jesus Colon “Little Things are Big” Chief Seattle’s letter to the government Diary of a Part Time Indian Shabanu My Thirteenth Winter Year of Impossible Goodbyes “The Lie” Kurt Vonnegut The Round Trip, Ann Jonas (picture book) A Long Walk to Water Little Women Vincent Van Gogh, Portrait of an Artist “The Road not Taken” Reflections (picture book) O. Henry “Hearts in Hands” Chekov “The Ninny” Readings in biology / primates Out of My Mind Geeks What the World Eats “Own voices” poems, essays & blogs Blue Sky White Stars (Sarvinder Naberhaus) Rosa (Nikki Giovanni) Jafta's Mother (Hugh Lewin) Full Cicada Moon (Marilyn Hilton) Red: A Crayon's Story (Michael Hall) A Sweet Smell of Roses (Angela Johnson) I am not a Number (Jenny Dupuis) The Case for Loving (Selina Alko)</p>	
Possible Types of Assignments		
<p>Writing:</p> <ul style="list-style-type: none"> ● Titanic 6-word story (irony) ● Letter about stereotypes/stereotyping ● Editorial on school event, practice, issue, etc. 	<p>Speaking:</p> <ul style="list-style-type: none"> ● Elevator Pitch 	<p>Multimedia:</p> <ul style="list-style-type: none"> ● Present results of interviews about a school trip to reveal differences in perspective. <p>Tech std. 8.1.8.D.1; 8.1.8.D.4</p>

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Plan for Language Study		
Review: <ul style="list-style-type: none"> ● Using a variety of sentence types ● Fragments ● Run-on sentences 	New: <ul style="list-style-type: none"> ● Using commas, ellipsis and dashes to indicate a pause of break. 	Academic Vocabulary: analyze concise stereotype prejudice ambiguity diction Prefix: semi-

Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3A Grade 8	
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 	
Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.
2014 Technology Standards	

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2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.

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- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

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- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
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Students at Risk of School Failure:

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Pacing: 5 Weeks		Unit 3B
Writing Genre: Narrative		Unit 3B CHANGE
Unit 3B Standards		Unit 3B ESSENTIAL QUESTIONS
		<p>How does one's culture / heritage shape young adults?</p> <p>What do you really cherish?</p> <p>How well do we treat our elders?</p> <p>Where do we get our values?</p>
Unit 3B Reading Standards		Unit 3B Reading Critical Knowledge and Skills
<p>RL.8.1 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>	<p>RI.8.1 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"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author's purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>RL.8.2 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.</p>	<p>RI.8.2 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</p>	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas

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	objective summary of the text.	
	RI.8.3. 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"> ● Track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer’s choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events ● Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
RL.8.7. 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"> ● Assess and reflect upon the similarities and differences between text and dramatic productions ● Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation ● Observe how closely details in the portrayal align with the details in the text that created their initial visual image ● Analyze the reason behind omission and alterations ● Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting ● Analyze why directors or actors stay faithful or depart from the text or script ● Analyze the impact of the actor or director’s choices on the viewer ● Evaluate the effectiveness of the actor’s or director’s choices to stay faithful or depart from the text or script
	RH.8.2 Analyze how a text makes connections among and distinctions between individuals, ideas, or event (e.g., through comparisons, analogies, or categories),	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of an informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the informational text ● Summarize the text objectively, capturing the main ideas

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	<p>RH.8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> ● Compare and contrast the structure of two or more texts ● Provide an analysis of how the differing structure of each text contributes to its meaning and style ● Analyze why each author chose their particular structure to contribute to the meaning and style of the text ● Analyze the impact that the structure choice has on the reader ● Make a judgment about which text structure more effectively contributes to the meaning and style of the text
	<p>RH.8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<ul style="list-style-type: none"> ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer’s overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation ● Analyze the impact that discrepancies in fact and interpretation between authors has on the reader ● Make a judgment about which author’s presentation of the information was more credible and effective
<p>Unit 3B Writing Standards</p>		<p>Unit 3B Writing Critical Knowledge and Skills</p>
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; 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).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation</p>		<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes ● Write an introduction that clearly outlines ideas to follow ● Organize ideas and information using text structures and text features ● Write a thesis statement ● Select facts, definitions, concrete details, quotations, or other information and examples ● Use transitional words and phrases ● Choose specific vocabulary and language ● Develop and use a consistent style, approach and form for the task ● Write a conclusion to close the ideas in the text ● Create language that is appropriate to one's audience and a formal tone

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presented.	
<p>W.8.4 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)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.8.5 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.</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists
<p>W.8.7 (Choice) 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.</p>	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions ● Determine keywords or topics for each question ● Conduct research and synthesize multiple sources of information ● Compose follow-up research questions based on the initial search
<p>W.8.8 (Choice) 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.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards 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").</p> <p>W.8.9.B. Apply grade 8 Reading standards 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</p>	<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence

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when irrelevant evidence is introduced").	
Unit 3B Speaking and Listening Standards	Unit 3B Speaking and Listening Critical Knowledge and Skills
<p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.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> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.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"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
Unit 3B Language Standards	Unit 3B Language Critical Knowledge and Skills
<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> ● Identify verbals (gerunds, participles, infinitives) in writing ● Explain the function of verbals in general ● Explain the function of verbals in particular sentences
<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly
<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.3.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"> ● Identify verbs used in the active and passive voice and in the conditional and subjunctive mood ● Select verbs in various moods to achieve an intentional effect
<p>L.8.6 Acquire and use accurately grade-appropriate general academic</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary

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<p>and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
Unit 3B Grade 8 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary essay on essential questions AR quizzes</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Renaissance Learning articles Study Island Discovery Education The House on Mango Street Circuit Baseball in April Watsons go to Birmingham Ballad of Birmingham A Single Shard Triangle Shirtwaist Factory “Wait till Next Year” Nikki Giovanni: “Grand Mother,” “Poem for Mrs. Long” “Block Party” Maya Angelou</p>

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	<p>“Thank You, Ma’am” Diary of Anne Frank: A Play (CCSS Exemplar Text) Devil’s Arithmetic Nonfiction: Harlem Renaissance pieces “I, Too, Sing America” (CCSS Exemplar Text) Dragonwings (CCSS Exemplar Text) Home of the Brave Excerpts from Narrative of the Life of Frederick Douglass an American Slave, Written by Himself (CCSS Exemplar Text) Copper Sun Show Way Hitler Youth: Growing up in Hitler’s Shadow Dumpling Days Inside Out and Back Again Novio Boy The Berlin Boxing Club Stepping Stones Between Shades of Gray (Ruta Sepetys) The Dreamkeeper and Other Poems (Langston Hughes) The House that Jane Built: A Story about Jane Addams (Tanya Lee Stone)</p>	
Possible Types of Assignments		
<p>Writing:</p> <ul style="list-style-type: none"> ● 6 word memoir ● Family recipe ● Research: Immigration trends/personal heritage 	<p>Speaking:</p> <ul style="list-style-type: none"> ● Record and edit interview with older neighbor or family member 	<p>Multimedia:</p> <ul style="list-style-type: none"> ● Facebook page for ancestor
Plan for Language Study		
<p>Review:</p> <ul style="list-style-type: none"> ● Shifts in Voice 	<p>New:</p> <ul style="list-style-type: none"> ● Moods: indicative, imperative, conditional, interrogative, subjunctive 	<p>Academic Vocabulary: proverb anecdote</p> <p>Prefix: anti-</p>

Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3B Grade 8

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- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- 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.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
 - 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
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Pacing: 3 Weeks		Unit 4
Writing Genre: Narrative		Unit 4: TESTING YOURSELF
Unit 4 Standards		Unit 4 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● When is strength more than muscle? ● How do you know when it is right? ● Is it ever right to give up? ● What shows others who we are? ● Are you a perfectionist?
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.8.1. 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.	RI.8.1. 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"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author’s purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
RL.8.2. 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.	RI.8.2. 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.	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas

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<p>RL.8.3. 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.</p>	<p>RL.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<ul style="list-style-type: none"> ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story’s plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author’s effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer’s choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
<p>RL.8.4. 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.</p>	<p>RI.8.4. 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. RST.8.4 RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader ● Evaluate the effectiveness of the author’s choice to use specific word choice

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	<p>in a specific scientific or technical context relevant to grades 6-8 texts and topics. RH.8.4 . Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	
<p>RL.8.6. 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.</p>	<p>RI.8.6. 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"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s choices regarding point of view or author’s purpose
<p>Unit 4 Writing Standards</p>		<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.8.8 (Choice). 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.</p>		<ul style="list-style-type: none"> ● Use search terms effectively ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p>		<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure

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<p>W.8.9.A. Apply grade 8 Reading standards 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").</p> <p>W.8.9.B. Apply grade 8 Reading standards 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").</p>	<ul style="list-style-type: none"> ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.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> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.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"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>
<p>L.8.4. Determine or clarify the meaning of unknown</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to

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<p>and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.4.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.</p> <p>L.8.4.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).</p>	<p>determine the meaning of unknown words or phrases</p> <ul style="list-style-type: none"> ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
<p>L.8.6. 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.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Unit 4 Grade 8 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes* Reflections on PARCC practice</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Response(s) to writing prompts AR quizzes</p>
Core Instructional Materials	District/School Supplementary Resources
<p>Pearson/Prentice-Hall Literature anthology</p>	<p>Renaissance Learning articles</p>

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Membean (vocabulary)	Study Island	
Newsela (informational text)	PARCC Authentic Released Items	
Possible Types of Assignments		
Writing: <ul style="list-style-type: none"> ● Strategies for pre-writing ● Responding to prompts ● Revision techniques 	Speaking: <ul style="list-style-type: none"> ● Pair discussions ● Writing conferences 	Multimedia: <ul style="list-style-type: none"> ● N/A
Plan for Language Study		
Review: <ul style="list-style-type: none"> ● Power verbs ● Other topics as necessary 	New: <ul style="list-style-type: none"> ● N/A 	Academic Vocabulary: analogy Prefix: mid-

Interdisciplinary Connections throughout the K-12 Curriculum: Unit 4 Grade 8	
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 	
Integration of 21st Century Themes and Skills	
<u>21st Century Skills/ Career Ready Practices:</u>	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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.

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CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.

2014 Technology Standards

[2014 NJ Technology Standards:](#)

8.1 Educational Technology ([Word](#) | [PDF](#))
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 ([Word](#) | [PDF](#))
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 Weeks		Unit 5	
Writing Genre: Narrative		Unit 5 TRUTH AND CONSEQUENCES	
Unit 5 Standards		Unit 5 ESSENTIAL QUESTIONS <ul style="list-style-type: none"> ● How do you know when it's right? ● How do you make decisions? ● When is it time to leave? ● Why do people seek danger? ● Why do we exaggerate? ● Is seeing believing? ● How do great stories begin? 	
Unit 5 Reading Standards		Unit 5 Reading Critical Knowledge and Skills	
	RI.8.3. 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"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer's choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea 	
	RI.8.4. 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"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader ● Evaluate the effectiveness of the author's choice to use specific word choice 	

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<p>RL.8.5. 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.</p>	<p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>	<ul style="list-style-type: none"> ● Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept ● Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept ● Analyze why the author chose a particular structure ● Analyze the impact that the structure choice has on the reader ● Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept ● Compare and contrast the structure of two or more texts ● Provide an analysis of how the differing structure of each text contributes to its meaning and style ● Analyze why each author chose their particular structure to contribute to the meaning and style of the text ● Analyze the impact that the structure choice has on the reader ● Make a judgment about which text structure more effectively contributes to the meaning and style of the text
<p>RL.8.6. 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.</p>		<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text
<p>RL.8.7. 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.</p>	<p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> ● Assess and reflect upon the similarities and differences between text and dramatic productions ● Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation ● Observe how closely details in the portrayal align with the details in the text that created their initial visual image ● Analyze the reason behind omission and alterations ● Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting ● Analyze why directors or actors stay faithful or depart from the text or script ● Analyze the impact of the actor or director’s choices on the viewer ● Evaluate the effectiveness of the actor’s or director’s choices to stay faithful or depart from the text or script ● Evaluate the impact different mediums have on central ideas presented in a text ● Evaluate how messages can most effectively be delivered to the intended audience ● Reflect on how effective different mediums are in expressing the message and reaching the intended audience
<p>RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern</p>		<ul style="list-style-type: none"> ● Recognize that literary themes are timeless ● Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works ● Read a variety of texts of varying formats and time periods that all focus around a common literary theme ● Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts

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<p>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.</p>		<ul style="list-style-type: none"> ● Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre. ● Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer’s approach ● Analyze why an author chose to draw on elements from myths, traditional stories, or religious words ● Analyze the impact of the author’s choice to reference elements from earlier works on the reader ● Evaluate the effectiveness of the author’s choice to reference earlier works
Unit 5 Writing Standards		Unit 5 Writing Critical Knowledge and Skills
<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3.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.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3.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.</p> <p>W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<ul style="list-style-type: none"> ● Establish a point of view and context ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Organize an event sequence that unfolds naturally and logically ● Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another ● Use figurative language to aid in description ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events ● Provide a conclusion that follows from and reflects on the narrated experiences or events ● Clearly convey a conflict and a resolution to the conflict ● Apply the narrative plot structure to a real or imagined story ● Demonstrate ability to create a context or setting for the story ● Develop characters throughout the story
<p>W.8.5. 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.</p>		<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.

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<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards 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").</p> <p>W.8.9.B. Apply grade 8 Reading standards 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").</p>	<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence
<p>Unit 5 Speaking and Listening Standards</p>	<p>Unit 5 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.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> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.D. Acknowledge new information expressed by others, and, when warranted,</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed

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qualify or justify their own views in light of the evidence presented.	
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> ● Incorporate multimedia and visual displays into presentations ● Analyze the impact that these multimedia and visual displays will have on the reader
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations
Unit 5 Language Standards	Unit 5 Language Critical Knowledge and Skills
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p style="padding-left: 20px;">L.8.1.B. Form and use verbs in the active and passive voice.</p> <p style="padding-left: 20px;">L.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p style="padding-left: 20px;">L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<ul style="list-style-type: none"> ● Identify verbals (gerunds, participles, infinitives) in writing ● Explain the function of verbals in general ● Explain the function of verbals in particular sentences ● Differentiate between active and passive voice ● Identify active and passive voice in reading ● Correctly use verbs in the active and passive voice when writing or speaking ● Identify a variety of verb voices and moods in reading ● Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing ● Identify verbs in reading and writing pieces ● Recognize and correct inappropriate shifts in verb voice and mood
Unit 5 Grade 8 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions	STAR Test AR quizzes Narrative: My true story

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<p>Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>		
Core Instructional Materials	District/School Supplementary Resources	
<p>Pearson/Prentice-Hall Literature anthology Membean (vocabulary) Newsela (informational text)</p>	<p>Study Island Discovery Education Hiroshima Absolutely True Diary of a Part-Time Indian A Wreath for Emmett Till Uprising (Haddix) Hiroshima no Pika In Flanders Field Indian Schools:</p> <ul style="list-style-type: none"> ● We Were Americans: Voices of the Immigrant Experience: Short excerpt of a Native American’s account of being Americanized. ● Cheyenne Again by Eve Bunting ● The Ledgerbook of Thomas Blue Eagle by Jewel Grutman, Thomasson Grant <p>Renaissance Learning articles The Book Thief Unwind The House of the Scorpion Wolves (Gravett) I am the Cheese We were Liars Terrible Things: An Allegory for the Holocaust (Eve Bunting)</p>	
Possible Types of Assignments		
<p>Writing:</p> <ul style="list-style-type: none"> ● Diary of a fictional character ● 6-word autobiography (defining moment) 	<p>Speaking:</p> <ul style="list-style-type: none"> ● Speech ● Graduation speech 	<p>Multimedia:</p> <ul style="list-style-type: none"> ● Multimedia presentation to support speech ● Social Media profile for fictional character

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<ul style="list-style-type: none"> ● Advice letter ● Thank you letter ● Branching stories ● Narrative: My True Story 		<ul style="list-style-type: none"> ● Scrapbook retrospective ● How-to video for incoming middle school students <p>Tech Std. 8.1.8.A.2, 8.1.8.D.2-D.5</p>
Plan for Language Study		
<p>Review:</p> <ul style="list-style-type: none"> ● Standard usage 	<p>New:</p> <ul style="list-style-type: none"> ● Consistency in style and tone 	<p>Academic Vocabulary: analogy understatement</p> <p>Prefix: under-</p>

Interdisciplinary Connections throughout the K-12 Curriculum: Unit 5 Grade 8	
<ul style="list-style-type: none"> ● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L) ● Reading and deciphering word problems in math, explaining verbally (both in writing and orally) ● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas ● Negotiation of complexity of text in science and social studies ● Research to build and present knowledge in science and social studies ● Vocabulary and language skill acquisition in discipline-specific readings ● Production and distribution of writing assignments and writing tasks in science, social studies, health ● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts 	
Integration of 21st Century Themes and Skills	
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>

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CRP11. Use technology to enhance productivity.

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.

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- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

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- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.