

English Language Arts Curriculum

GRADE EIGHT



Approved: 9/2021





Orange Township Public Schools

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English Language Arts Grade 8

Course Description:

Successful completion of the following modules will ensure that eight grade students read and analyze a range of grade-level complex texts and tasks, and retain and further develop reading, writing, speaking and listening skills. Students will cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly, delineate and evaluate the argument and specific claims in a text, and analyze and reflect on how two or more texts/multimedia provide conflicting information on the same topic and identify where the text disagrees on matters of fact or interpretation. Students advancing through eighth grade are expected to meet eighth grade-specific standards designed to enable them to meet college and career readiness expectations.

Rigor is infused through the requirement that students read and analyze texts that gradually become more complex. Mastery of the four modules also helps to ensure that students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas.

Additionally, mastery of the modules will support students in the expected growth of their writing ability. Students will write narratives that develop and chronicle imagined experiences as well as research, argue, and examine topics that explain, inform, and present sound, logical viewpoints and positions. In doing so, students will strengthen their writing as they progress through the writing process to develop and elaborate on their ideas as they cite textual evidence and utilize multiple print and digital sources.

Scope and Sequence

Timeline	Reading	Writing
Module 1	“Teens and Decision Making” “What’s Going On In Your Brain?” “Is Social Media Hurting Your Mental Health? by Bailey Parnell” (TedX) “Parents May Fret, But Even Experts Say Social Media Use Has Its Benefits” <u>HMH Unit 5</u> “Hanging Fire” by Audre Lorde “Summer of His Fourteenth Year” by Gloria Amescua “The Debt We Owe to the Adolescent Brain” by Jeanne Miller Marigolds by Eugenia Collier From <i>Bronx Masquerade</i> by Nikki Grimes “It’s Complicated: The Social Lives of Networked Teens” by Danah Boyd “Outsmart Your Smartphone” by Catherine Steiner-Adair	Performance Task: In this module, we have learned about technology’s influence on young people’s development. Write an argument about whether technology helps or hinders teenagers in shaping their futures, their careers, and becoming resilient adults. Be sure to include a sound and logical claim, counterclaim, and rebuttal in your writing. Cite sources we studied in this module to support your argument. (W.8.1, RI.8.2, L.8.1)
Module 2	from <i>Coraline</i> by Neil Gaiman The Masque of Red Death by Edgar Allan Poe <u>HMH Unit 2</u> “What is the Horror Genre?” by Sharon A. Russell “The Tell-Tale Heart” by Edgar Allan Poe	Performance Task: In this module, you have read and explored the defining elements of the horror genre. Select one of the narratives you’ve read throughout the module and write an essay in which you examine and critique the author’s use of these defining elements. Be sure to include concrete details, quotations, or other information and examples to support

	“The Monkey’s Paw” by W.W. Jacobs “The Monkey’s Paw” (short film) by Ricky Lewis Jr. from <i>The Aeneid of Virgil</i> translated by Allen Mandelbaum from <i>Hades: Lord of the Dead</i> by George O’Connor	your analysis of the text. (W.8.2, W.8.4, W.8.5, RL.8.1, RL.8.2, RL.8.3, L.8.1, L.8.2)
Module 3	from <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass “What to the Slave is the Fourth of July” by Fredrick Douglass “I Have a Dream Speech” by Martin Luther King, Jr. from <i>Walking with the Wind</i> by John Robert Lewis “Mrs. Parks Gets Arrested” by Leslie Anderson Morales “One-Way Ticket to New Orleans, Please” by Marcia Amidon Lusted “Lunch at Woolworth’s” by Gloria Harris “Trayvon Martin is Shot and Killed in Florida”; “Black Lives Matter Begins”; “Don’t All Lives Matter?” <u>HMH Unit 4</u> from <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry	Performance Task: Throughout this module, you have studied the written accounts of people that fought for racial equality in America. Consider the approaches, strategies, and tactics used to generate awareness and ignite change in America. Write an essay determining which movement had the greatest impact. Be sure to draw evidence from multiple texts to support your position. (W.8.1, RI.8.1, RI.8. 3, L.8.1, L.8.3 & L.8.6)

Module 4	"A Voice" by Pat Mora "Child of the Americas" by Aurora Levins Morales <u>HMH Unit 3</u> "My Favorite Chaperone" by Jean Davies Okimoto <i>New Immigrants Share Their Stories</i> by The Working Group "A Common Bond" by Brooke Hauser	Performance Task: Throughout this module, you read about the experiences of people who immigrated to the United States. Conduct an interview with an individual who immigrated to the United States and compose a narrative depicting a challenge they overcame while living in America. Be sure to use narrative techniques (dialogue, pacing, and description, etc) to develop the experiences, events, and/or individual.. (W.8.3, W.8.4, W.8.5, RL.8.2, RL.8.3, L.8.1, L.8.2)
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Module 1		Grade(s)	8
Unit Plan Title:	Finding Your Path		
Overview/Rationale			
In this module, students will examine technology and its positive and negative influences in our lives, and the responsibilities students must take on as they grow older and find their life’s path. Students will understand that the challenges we face today help to influence the shape of our future, as well as the ways in which technology can help or hurt us on our journey. Students will examine what it means to be resilient as they navigate these challenges, and interact with texts that encourage them to consider what resilience means. Students will learn how to configure an argument with a fully developed claim; relevant sub-points and evidence; and counterclaim and rebuttal, as stipulated in the standards.			
New Jersey Student Learning Standards: ELA			
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence			
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
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.			
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.			
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			

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.

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.

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.

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.8.9. 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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Career Readiness, Life Literacies, and Key Skills

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the

ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills as stated at the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Technology/Computer Science and Design Thinking

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Multiple solutions exist to solve a problem.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Standards

- Social Studies Connections:**
- 6.1.12.C.16.b** Predict the impact of technology on the global workforce and on entrepreneurship.
- 6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.

- Advancements in computing technology can change individuals' behaviors.
- Society is faced with tradeoffs due to the increasing globalization and automation that computing brings.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

Science Connections:

MS-ESS3-5: Ask questions to identify and clarify evidence of an argument.

MS-ESS3-2: Analyze and interpret data to determine similarities and differences in findings.

MS-ESS3-2: The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	Communication	T
E	Global Awareness	Critical Thinking and Problem Solving	T/A
E	Health Literacy	Collaboration	E
E	Financial, Economic, Business, & Entrepreneurial Literacy	Creativity and Innovation	T
E	Environmental Literacy	Other:	

Essential Question(s)

How does technology improve or control our lives?
 How do the challenges we face today help to shape our future?
 How do the challenges we endure in life make us resilient?
 How is a strong argument composed?

Enduring Understandings

Technology can be a help or a hindrance in our lives and people must make decisions about how they use it.

People face challenges throughout their lives, and the decisions they make about how to face these challenges play a major role in their lives' path.

The challenges people face in their lives offer opportunities for them to develop problem-solving strategies and habits/practices.

A strong argument includes a sound and logical claim, relevant evidence to support the claim, and addresses a counterclaim.

Student Learning Targets/Objectives

I can cite the strongest evidence from the text to support my claims.

I can write an argument and support it with textual evidence and reasoning.

I can identify and create both a claim and a counterclaim to support a given argument.

I can analyze the structure of a given text and use mentor texts to support my writing in this structure.

I can identify a character's motivations and moments of clarity.

I can evaluate and analyze evidence in both discussion and writing.

I can compare and contrast arguments across texts.

I can identify central ideas and supporting details in a given text.

I can determine the meaning of unfamiliar words and phrases through the use of context clues and word knowledge.

I can write arguments to support claims with clear reasons and relevant evidence.

I can introduce my claim(s) in my writing.

I can write a clear thesis statement.

I can address opposing claims in my writing.

I can discern claims from opposing claims in my writing.

I can organize the reasons and evidence logically in my writing.

I can choose appropriate reasoning and evidence to support my claims.

I evaluate sources for accuracy and reliability.

I can demonstrate an understanding of the topic or text in my writing.

I can use transitional words and phrases in my writing.

I can use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Assessments

- **Pre and Formative:**
 - Diagnostic Reading Assessment/Inventory
 - Quickwrites
 - Quizzes
- **Authentic & Summative:**

Extended Writing Task: Both “Hanging Fire” and “Summer of His Fourteenth Year” are free

verse poems about problems and changes teenagers go through. Which teenager best represents the central idea presented in “Teens and Decision Making” and “What’s Going On In Your Brain?” Use evidence from all three sources to support your answer. (W.8.1., RL.8.3. RI.8.3, RL.8.1, RI.8.1)

- Module 1 Benchmark
- Performance Task - In this module, we have learned about technology’s influence on young people’s development. Write an argument about whether or not technology helps or hinder teenagers in shaping their futures, their careers and becoming resilient adults. Be sure to include a sound and logical claim, and counterclaim in your writing. Cite sources we studied in this module to support your argument. (W.8.1, RI.8.2, L.8.1)

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers’ ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives an introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SloP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition.

Socratic Seminar - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the

thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I*

Week 1

Reading/s: “[Teens and Decision Making](#)”, “[What’s Going On In Your Brain?](#)”

Focus:

- 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
- 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
- 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

Activity: Entrance/Exit Ticket, review learning targets, introduce the topic, introduce performance task, [Gallery Walk](#), discussion questions,

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, sentence starters, audio

Vocabulary: prefrontal cortex, limbic system, synapse, myelination, synaptic pruning,

Writing: Quickwrite: The two articles discuss the brain’s role in the actions that teens take. Explain how having an understanding of your brain and how it functions can help you to make wise decisions and engage in positive behaviors. What can an adolescent do to improve brain function, and thereby encourage positive habits? Be sure to cite evidence from each of the two texts to support your answers.

agree with ____ because _____. Or I do not agree with ____ because _____.

- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have student make a line for each word of their

Language Dive:

“Whether you are aware of it or not, rushed decisions like this-acting *before thinking it through*- happen more often in teens than adults.”

Meaning:

Deconstruct: This sentence reveals how an author can use italics, and appositive phrases with em dash and en dash, to provide emphasis and additional information about a topic.

Reconstruct - Practice & Transfer: Students can write their own sentences using the appositive phrasing to give additional information when writing about why they should stop and think before making decisions, according to the article.

Weeks 2 & 3

Reading/s: “Hanging Fire” by Audre Lorde, “Summer of His Fourteenth Year” by Gloria Amescua

Focus:

“Hanging Fire”

- Provide a statement of a theme based on textual evidence
- Analyze the development of the theme over the course of the text
- Analyze how the theme relates to the characters, setting, and/or plot or important details and facts
- Determine how specific events significantly impact the development of a storyline
- Analyze how particular incidents in a text propel the action, provoke a decision, and/or reveal aspects of a character
- Explain why the author chose to include the incidents
- Analyze the impact of the incidents on the reader
- 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
- 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

“Summer of His Fourteenth Year”

- Provide a statement of a theme based on textual evidence
- Analyze the development of the theme over the course of the text

response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ _ _ _.)

- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions
- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

- Analyze how the theme relates to the characters, setting, and/or plot or important details and facts
- Determine how specific events significantly impact the development of a storyline
- Analyze how particular incidents in a text propel the action, provoke a decision, and/or reveal aspects of a character
- Explain why the author chose to include the incidents
- Analyze the impact of the incidents on the reader
- 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
- 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

Extended Writing Task

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- 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

Activities: Do Now; read aloud of “Hanging Fire” and “Summer of His Fourteenth Year”; analysis- both poems; Think-Pair-Share to analyze point of view in both poems, Poetic structure and compare/ contrast, identify and discuss theme and word choice, analyzing speaker, review poetic devices: personification, possible selection quiz, checking for understanding

Differentiation:

Close read aloud at a slower pace, partner read, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers,

English/Spanish summary, Text X-Ray English learner support, echo read, cognates, sentence starters

Language: Features of free verse poetry & poetic devices and structure

Vocabulary:

Free verse- poetry that does not have regular patterns of rhythm or rhyme.

Poetic form that sounds like a person speaking.

Personification- figure of speech in which human qualities are given to an object, idea, or animal

Point of view- a particular attitude or way of considering a matter.

Figurative language- to create images and associations that create layers of meaning

Poetry- a condensed form of literature that uses sounds and imagery to create meaning and capture the mood of a moment in time

Language Dive: “Wailing guitars weave a cocoon / as he sits cross legged in a recess of his room, / his teeming emotions playing on a muted keyboard.” (Amescua lines 15-17).

Meaning:

Deconstruct - This sentence reveals how the author uses figurative language to describe the emotional landscape of the speaker's son.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses figurative language to show how a family member, friend, or themselves perceive their emotional world.

Writing: Extended Writing Task: Both “Hanging Fire” and “Summer of His Fourteenth Year” are free verse poems about problems and changes teenagers go through. Which teenager best represents the central idea presented in “Teens and Decision Making” and “What’s Going On In Your Brain? Use evidence from all three sources to support your answer. (W.8.1.)

Entrance/Exit Ticket:

- The speaker of “Summer of His Fourteenth Year” says her son leaves “a trail of teenage hunger” around the house. What signs of yourself do you leave behind?
- Every time the speaker of Audre Lorde’s poem “Hanging Fire” wants to talk to her mom, the door is closed. Have you ever really needed to talk to a friend or family member, but the person wasn’t available?

Week 4:

Reading/s: “The Debt We Owe to the Adolescent Brain” by Jeanne Miller:
informational text

Focus:

- 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
- 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
- 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 text
- Analyze how the theme or central idea relates to important details and facts

Activities: analyze text structure, analyze author’s purpose, paraphrasing and summarizing ideas, analyze how a section of the text contributes to the purpose of the whole, discuss interrogative mood, Mini Graffiti Walk

Differentiation:

Close read aloud at a slower pace, partner read, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing

vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, sentence starters, audio

Language: Mostly familiar, non-technical words, with a few exceptions

Vocabulary:

Structure- of a text is the way in which it is put together

Headings- to divide the article into sections

Pattern(s) of organization- or arrangement of ideas and information

Adaptable- able to survive under certain conditions

*Dependent-*relying on or requiring the aid or support of another

Insulating- to surround or cover to prevent the passage of heat, electricity, or sound

Deplete- to use up or to reduce to a very small amount

Lethal- causing or capable of causing death

Paradox -a person, thing, or situation that is contradictory

Language Dive:

“These behaviors—sensitivity to influence from peers, taking risks, and pulling away from parents—are hallmarks of human adolescence” (Miller paragraph 6).

Meaning:

Deconstruct - This sentence reveals how the author uses sophisticated vocabulary and an appositive clause to make a point about developmental markers.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses an appositive clause to describe the ‘hallmarks’ of one stage of human development.

Writing: Based on the text “The Debt We Owe to the Adolescent Brain,” research and explain the evolutionary purpose of some aspect of your teenage behavior. Identify an aspect of your behavior that might be explained by current research on brain changes that occur during adolescence. Cite evidence from the text to support and develop your ideas about the evolutionary purpose of your behavior.

Entrance/Exit Ticket: In what ways do teenagers seek independence from their parents?

With a partner, have a brief discussion about how teens break away from the influence of their families as they prepare to set out on their own paths.

Entrance/Exit Ticket: In the text you are about to read, the author explains that teenagers tend to engage in risky or dangerous behavior.

Why do you think this is? Write about some possible reasons and why you believe they might help to explain such behaviors.

Week 5:

Reading/s: [Marigolds](#) by Eugenia Collier

Focus:

- Provide a statement of a theme of a fictional 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
- 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
- Provide an analysis of the impact of specific word choice on meaning and/or tone

Activity: Entrance Ticket, Unpack Learning Targets, Annotation of text: character development of Lizabeth, her transformation from child to adult and the annotation of descriptive and figurative language

Exit ticket: How does Lizabeth change in the text? Based on what you have been learning about adolescence in the brain, how might one explain Lizabeth's behavior?

Vocabulary: nostalgia, futile, impoverished, poignantly, stoicism, perverse, bravado, impotent, degradation, squalor, compassion, chary (cautiously or suspiciously reluctant to do something), amorphous, ostensibly,

Writing: Quickwrite: Lizabeth says that destroying the marigolds was her last act of childhood. Why does she think of herself as an adult from that moment on? Cite evidence from the text to support your response.

Week 6:

Reading/s: from *Bronx Masquerade* by Nikki Grimes: novel excerpt

Focus:

- Analyze the impact of the author's point of view on the reader
- Evaluate the effectiveness of the author's point of view
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Determine how specific events or dialogue significantly impact the development of a story
- 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
- 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

Activity: Group discussion, what is identity? Annotation of text, Analyze the text activity: setting, analyze perspectives, close read of paragraph 19, written discussion of identity, assessment practice, analyze the text activity: characterization, Socratic Seminar: Which character's perspective do you think is presented most effectively in *Bronx Masquerade*?

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, sentence starters, audio

Language: More figurative or ironic language, inference demanded

Vocabulary:

Tirade- a long, angry speech

Hunker- to stay in a place and focus on a task for a period of time

Snickers- a superior, partially suppressed laugh

Confiding- to share private or secret information

Language Dive:

“If I drew you adrift / in a pen and ink sea / in a raging storm / would you laugh at me?” (Grimes paragraph 8).

Meaning:

Deconstruct - This sentence reveals how the speaker uses direct address, imagery, and an emotional appeal to question the relationship between speaker and reader.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses direct address; imagery or figurative language; and an emotional appeal to reveal an aspect of their speaker’s psychology.

Writing: Quickwrite: What does the classroom project help Diondra and Devon realize about themselves and others in their struggle for self-expressions? Cite evidence from the text to support your answer.

Week 7:

Reading/s: [NIH study tracks effects of social media on adolescent brains](#) (video), “It’s Complicated: The Social Lives of Networked Teens” by Danah Boyd

Focus:

- Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim
- Explain how the author acknowledges and responds to counterarguments
- Dissect the argument presented in a text
- Evaluate the soundness of the reasoning for an argument
- Recognize when weak and/or irrelevant evidence is given for an argument
Evaluate the quality and sufficiency of the evidence given to support an argument
- 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
- Identify and analyze author’s purposeful use of language and literary devices 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
- Make a judgment about which text structure more effectively contributes to the meaning and style of the text

Activity: identify claim and counterclaim in a text, Text in Focus Video on positive and negative effects of social media, Turn and Talk on what motivates students to spend time on tech gadgets, Analyze Text Questions (group activity), Social Media Research Assignment (evidence to support or contradict Boyd's argument), identify active and passive voice, close read and annotation to identify claim and counterclaim in the text, watch your language- close reading for shifts in tone and mood

Differentiation:

Close read aloud at a slower pace, partner read, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Shifts in Voice and Mood- Active and Passive Voice, Indicative Mood and Imperative Mood

Vocabulary:

Claim- or position on an issue, and reasons to accept the claim

Evidence- consists of the specific facts, examples, statistics, and expert opinions that support a claim

Relevant- if it supports the claim in a logical way

Opinions- or personal beliefs, that are stated without proof or facts to support them

Counterargument- is an argument made to oppose another argument

Relish- to take great joy or pleasure in something

Dynamic- is a system in which conflicting or competing forces are at work

Appease- to pacify or lessen the anger of, usually by making concessions

Intimacy- a state of personal closeness that is usually experienced in privacy

Language Dive:

“Teens’ preoccupation with their friends dovetails with their desire to enter the public spaces that are freely accessible to adults” (boyd paragraph 4).

Meaning:

Deconstruct - This sentence reveals how the author uses the word ‘dovetails’ to draw a direct connection between two interrelated ideas.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses the word ‘dovetails’ to show how two ideas in a topic of their choice are related to each other.

Writing: In the text, the author explores both the positive and negative aspects of social media. What is your opinion of social media? Do you see social media as a positive or negative outlet for teens to socialize and communicate? Use details from the text to support your point of view.

Week 8:

Reading/s: “Outsmart Your Smartphone” by Catherine Steiner-Adair & [Parents may fret, but even experts say social media use has its benefits](#)

Focus:

- 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 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
- 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

Activity: evaluate evidence, analyze claim and counterclaim, analyze structure, annotation, analyze and compare types of argument/ rhetorical techniques

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Explicit, contemporary language, but includes many Tier Two and Tier Three words

Vocabulary:

Perspective- a viewpoint on or understanding of something

Stimulant- an agent that excites or temporarily speeds up mental and/or physical functions

Deliberate- decision-making activity is the process of making a choice only after carefully considering its likely effects

Anonymous- to be unknown or unidentified by name

Impulsive- to act quickly, before thinking about the consequences

Inhibited- you feel restrained, held back, or self-conscious

Language Dive:

“It’s that social media cultivates an image-based value system that creates unrealistic expectations and rewards shallowness” (Steiner-Adair paragraph 17).

Meaning:

Deconstruct - This sentence reveals how the author uses a cause-and-effect structure to show the effects on consumers of one aspect of technology.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that identifies an aspect of a tech tool and shows its effects on users.

Writing:

Quickwrite: In your opinion, which selection “from It’s Complicated: The Social Lives of Networked Teens” or “Outsmart Your Smartphone” presents the stronger argument? Cite evidence from both texts to support your opinion. (W.8.2)

Freewrite: Why do they call them “smartphones?” Why would people have to outsmart them? Write a few sentences to respond to these questions.

Freewrite: Do you prefer to text or talk on the phone? Why or why not? Do you think this would be different for your parents? For older friends?

Week 9:

Reading/s: Various readings from module

Focus:

- 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

Activity: Unpacking the performance task prompt; reviewing the rubric; planning an argument with organizers (determining topic and claim; identifying reasons and evidence; organizing ideas; addressing an opposing claim); drafting the essay; revising our arguments; editing our arguments; publishing our arguments.

Differentiation:

Small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, repetition to assist in developing vocabulary meaning retention, graphic organizers, cognates, models for writing, writing templates, focus on one section of writing at a time, writing checklist, editing checklist, one-on-one writing conferences, textual evidence charts

Language: Editing our argument essays for language conventions.

Vocabulary:

Claim- or position on an issue, and reasons to accept the claim

Evidence- consists of the specific facts, examples, statistics, and expert opinions that support a claim

	<i>Relevant-</i> if it supports the claim in a logical way <i>Opinions-</i> or personal beliefs, that are stated without proof or facts to support them <i>Counterargument-</i> is an argument made to oppose another argument <i>Fact-</i> is a statement that can be proved, or verified. However, different people may interpret the same fact in different ways Writing: Performance Task #1: In this module, we have learned about technology’s influence on young people’s development. Write an argument about whether or not technology helps or hinder teenagers in shaping their futures, their careers and becoming resilient adults. Be sure to include a sound and logical claim, and counterclaim in your writing. Cite sources we studied in this module to support your argument. (W.8.1, RI.8.2, L.8.1)
Experiences (virtual and live field trips)	
Resources	
Independent reading options: • “Interflora” by Susan Hamlyn, • “There Will Come Soft Rains” by Ray Bradbury, • from <i>All the Light We Cannot See</i> by Anthony Doerr, • “My Summer of Scooping Ice Cream” by Shonda Rhimes. Additional Language Dives (Alternative): • Week 2: “Job one for adolescents is navigating their social world” (Miller paragraph 11). • Week 3: “Keeping this basic social dynamic firmly in view makes networked teens suddenly much less worrisome and strange” (boyd paragraph 3). • Week 4: “Even a simple text like “sorry” can be difficult to decipher—are you being snarky or sincere?” (Steiner-Adair paragraph 10). • Week 6: “You’d think he was handling a million-dollar masterpiece the way he took his time placing it just so” (Grimes paragraph 2). • Week 7: “But these fears are misplaced—what’s happening with automation is not so simple or obvious” (Bessen paragraph 2).	

- Week 8: “Hawking emphasizes that we live in a world where financial inequality is growing, not diminishing” (Alarcón paragraph 10).

Additional Videos:

Galvan, Adriana. "Insight Into the Teenage Brain." February 13, 2013. Online video.

TEDx<http://tedxtalks.ted.com/video/Insight-Into-the-Teenage-Brain;search%3Ateenage%20brain%20adriana%20g>.

Pacing/ Time Frame:

9 weeks

Module 2		Grade(s)	8
Unit Plan Title:	The Thrill of Horror		
Overview/Rationale			
In this module, students will read scary stories and will examine how the horror genre is both terrifying and enjoyable. Students will also learn what the terms“mood, tone, suspense, and/or internal versus external conflict” mean. Students will read, discuss, and write about horror stories and their authors’ craft. Their final performance task will be a literary analysis essay where they will analyze and interpret one of the stories in this module while considering the techniques the author utilizes to create suspense.			
New Jersey Student Learning Standards: ELA			
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.			
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.			
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.8.4: 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.			
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.			
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.			
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.			
RL.8.9: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			
RL.8.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.			

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.

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.)

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.

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.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills as stated at the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Technology/Computer Science and Design Thinking

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Multiple solutions exist to solve a problem.
- Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Interdisciplinary Standards

Social Studies:

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Visual and Performing Arts:

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

E	Civic Literacy	Communication	E
E	Global Awareness	Critical Thinking and Problem Solving	E
	Health Literacy	Collaboration	T
	Financial, Economic, Business, & Entrepreneurial Literacy	Creativity and Innovation	T
	Environmental Literacy	Other:	

Essential Question(s)

How is the horror genre studied?

How does suspense invoke the reader's mood in the horror genre?

How do horror writers use author's craft techniques to create suspense and other elements of horror for their readers?

How do scholars compose effective literary analysis essays?

Enduring Understandings

The horror genre provides writers with the opportunity to manipulate descriptive and figurative language to impact their readers.

The terms mood, tone, suspense, and/or internal versus external conflict draw the reader into the story, and engage them in experiencing fright.

Authors make careful decisions to utilize craft techniques and incorporate specific genre elements that create an overall feeling of suspense and horror for their readers.

Scholars compose effective literary essays by attending to the elements of the genre they are studying; crafting a strong claim; locating and citing the strongest evidence to support their claim; and following the writing process to achieve a publishable-quality essay.

Student Learning Targets/Objectives

I can cite evidence to support analysis of literary criticism, paraphrase and summarize text.

I can compose a literary analysis essay about horror stories and their authors.

I can write about horror story elements.

I can discuss the author's purpose and literary references.

I can create different verb tenses using suffixes.

I can analyze how writers use commas.

I can discuss a text using appropriate academic language.

Assessments

- **Pre and Formative:**

- Diagnostic Reading Assessment/Inventory
- Quickwrites
- Quizzes

- **Authentic and Summative:**

- Extended Writing Task - Write a literary analysis essay in which you discuss the elements of the horror genre that are present in Poe's "The Tell-Tale Heart." Cite evidence from both "What is the Horror Genre?" and the short story "The Tell-Tale Heart" to support your claims. (W.8.2, W.8.4, W.8.5, RL.8.1, RL.8.2, RL.8.3, L.8.1, L.8.2)
- Module Two Benchmark
- Performance Task: In this module, you have read and explored the defining elements of the horror genre. Select one of the narratives you've read throughout the module and write an essay in which you examine and critique the use of the author's incorporation of these defining elements. Be sure to include concrete details, quotations, or other information and examples to support your analysis of the text. (W.8.2, W.8.4, RL.8.1, RL.8.2, RL.8.3, L.8.3)

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to

specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives an introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Socratic Seminar - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically

for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SloP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g.,proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*

Week 1:

Text in Focus Video: What Is the Horror Genre?: Understanding the Horror Genre & from Chapter 3 of Coraline by Neil Gaiman

Focus:

- 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
- 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

Activity: student anticipation guide, close reading- description of Coraline's house, close reading- foreshadowing, compare and contrast alternate worlds graphic organizer, annotation- suspense, annotation- character change, annotation- author's purpose (purpose of the dolls), compare and contrast graphic organizer (character at beginning and end of the novel), novel assessment

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: descriptive language and imagery

Vocabulary:

Sinister- threatening, evil or harmful

- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*
- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*

Prejudice- form a judgment without having enough information

Prejudice- an unfavorable opinion or feeling formed beforehand or without knowledge, thought, or reason

Similes- a figure of speech in which two unlike things are explicitly compared, as in “she is like a rose.”

Alternate Reality In fiction/ Parallel World- an alternate reality is a world or setting that is similar to the real world but with key differences.

Imagery- consists of words and phrases that help the reader imagine how things look, feel, smell, sound, and taste

Genre Elements: Fairy Tales- a highly imaginative story that often features magical elements and creatures such as witches, ogres, and talking animals

Foreshadowing- occurs when a writer provides hints that suggest future events in a story

Language Dive: “When Coraline's father cooked chicken he bought real chicken, but he did strange things to it, like stewing it in wine, or stuffing it with prunes, or baking it in pastry, and Coraline would always refuse to touch it on principle.” (Gaiman 27).

Meaning:

Deconstruct - This sentence reveals how the author uses parallel structure to provide examples to the reader of a category of occurrence.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses parallel structure to elucidate a topic. Questions to prompt student thinking could include, “What qualities do you value in a friend? What would be reasons a character shouldn’t enter an environment in a horror movie?”

Writing:

Do Now: What was the last horror story you watched, read, or heard about? Describe it. What was it like? What about it made you scared or made you experience suspense?

Quickwrite: What are two reasons why Coraline might prefer the parallel world to the real world? Provide and explain two quotations from the text to support your answer. Use two transition words in your writing.

Week 2:

Reading/s: “What is the Horror Genre?” by Sharon A. Russell: literary criticism

- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ _ _ _ _.)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

Focus:

- Make connections between texts
- 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
- 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
- Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text
- 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 text

Activity: Academic vocabulary attitudes, assessment practice, close read, central ideas chart, Annotations, restate and summarize, using suffixes, commas activity, analyze the text: central idea of each paragraph.

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Using suffixes, Commas Vocabulary not defined at point of use.
Mostly Tier II and III words

Vocabulary:

Literary criticism- writing that examines, analyzes, and interprets a particular work or an aspect of literature

Opinion- controlling idea around which the writing is organized

Paraphrase- restate all the information in the text using your own words
Summarize- briefly retell the text's central ideas and most important details in your own words
Intensify- strengthen or sharpen
Justify-to show (an act, claim, statement, etc.) to be just or right
Parallel- extending in the same direction, equidistant at all points, and never converging or diverging
Quest- a search or pursuit made in order to find or obtain something

Language Dive:

“While society may believe that new knowledge is always good, the horror genre may question this assumption, examining how such advances affect the individual and society” (Russell paragraph 6).

Meaning:

Deconstruct - This sentence reveals how the author introduces a contrast using the word ‘while’, and adds to her thinking with a subordinate clause.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that draws a contrast, introducing it with ‘while’ or another contrast word (e.g. ‘although’, ‘however’, etc.). Adding a subordinate clause can be an enrichment option.

Writing:

Do Now: Why do we sometimes like to feel frightened? What makes us feel that way?

Quickwrite: Refer back to the reading from *Coraline*. How does the author build suspense for the reader? Cite evidence from both *Coraline* and the informational text to support your response.

Week 3:

Reading/s: “The Tell-Tale Heart” by Edgar Allan Poe: short story

Focus:

- 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

- 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
- Evaluate the effectiveness of the author's point of view or purpose choices
- Evaluate the effectiveness of the author's point of view or purpose choices
- 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
- 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

Extended Writing Task

- Focus writing on thoroughly describing or explaining a topic
- Identify the defining elements of this specific writing genre
- Write an introduction that clearly outlines ideas to follow
- Organize ideas and information using text structures and text features
- Write a thesis statement
- Select 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
- 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

Activity: Analyze suspense, graphic organizer, rewrite a scene, assessment practice, analyze mood and setting, summarizing, annotation for suspense and tension, analyze point of view, close read of paragraph 5, close read paragraphs 11-12, close read paragraphs 13-14, summarize paragraphs 10-19, analyze the text for view of the narrator, rewrite a scene

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Some language is archaic and some word order is unexpected
Use of Dashes

Vocabulary:

Point of view- the method of narration used in a short story, novel, narrative poem, or work of nonfiction

Third-person point of view- the narrator, or the voice that tells the story, is an outside observer

First-person point of view- the narrator is a character and uses the pronouns I, me, and we

Unreliable narrator- a narrator whose assessment of events cannot be trusted for some reason—he or she might be purposefully lying, mentally unstable, or too young or unsophisticated to fully understand events

Suspense- the sense of growing tension, fear, and excitement felt by the reader

Conceived-you think of it

Vexed- you are annoyed at that person

Stifled- something you smother

Crevice- a narrow crack

Audacity- shameless daring or boldness

Vehemently- doing something with intense emotion

Derision- laughter or ridicule

Hypocritical- the person is false or deceptive

Language Dive:

“It increased my fury, as the beating of a drum stimulates the soldier into courage” (Poe paragraph 11).

Meaning:

Deconstruct - This sentence reveals how the author uses figurative language to bring the narrator’s emotion to life for the reader.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses the intro “It increased my _____ (emotion) ...” followed by figurative language, to bring an emotion to vivid life for their reader.

Writing:

Quickwrite: The narrator claims he is not mad—do you believe him? What constitutes madness? Cite evidence in your answer that either supports or disproves this claim.

Quickwrite: How does fear drive action? What does the narrator fear and why? Use evidence from this text, your own experience, and other art, literature or history in your answer.

Quickwrite: Compare and contrast the narrator’s view point at the beginning to the end of the story. Note any differences and the possible cause of these differences.

Extended Writing Task #1- Write a literary analysis essay in which you discuss the elements of the horror genre that are present in Poe’s “The Tell-Tale Heart.” Cite evidence from both the mentor text “What is the Horror Genre?” and the short story “The Tell-Tale Heart” to support your claims.

Week 4

Reading/s: from *The Aeneid of Virgil* translated by Allen Mandelbaum & from *Hades: Lord of the Dead* by George O’Connor

Focus:

- Make connections across texts
- 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
- Analyze why the author chose a particular structure
- Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
- 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
- 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
- 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

Activity: compare and contrast texts, analyze poetry, annotation- tone, close read to lines 5-12- tone , close read- what advice is given and how might it affect the Aeneid? assessment practice, close read- what details in text and illustration convey the suffering of those being punished?, analyze texts- imagery, compare versions graphic organizer

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Descriptive language and imagery

Vocabulary:

Epic poetry- a long narrative poem telling of a hero's deeds

Graphic novel- a story that is presented in comic-strip format and published as a book

Metaphor- a type of figurative language in which an author compares two things that are basically dissimilar but have some quality or qualities in common

Adaptation- a composition rewritten into a new form

Language Dive:

from *The Aeneid*: “They stand; each pleads to be the first to cross the stream; their hands reach out in longing for the farther shore” (Virgil lines 23-25).

Meaning:

Deconstruct - This sentence reveals how the author uses imagery to depict a scene of souls preparing to cross into the underworld.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses imagery to show characters encountering a major transition (if death is too heavy, another transition such as moving away from home can be used).

Writing:

Quickwrite: Review lines 38-45 of the epic poem. What tone does the poet express toward the underworld and toward the souls that must wait 100 years to cross the river? Cite specific word choices that reveal the poet’s tone.

Entrance Ticket: According to Greek mythology, when people die, their souls descend into the underworld. What comes to mind when you imagine the underworld?

Exit Ticket: Compare the details about Charon’s boat used in the poem and in the graphic novel. How are they different? How are they similar?

Weeks 5 & 6:

Reading/s: [The Masque of Red Death](#) by Edgar Allan Poe

Focus:

- 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
- 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
- Make connections across texts
- Observe how the same theme is presented across multiple texts, particularly in the genres of traditional stories
- Read a variety of texts of varying formats and time periods that all focus around a common literary theme

- 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

Activities: Annotation of narrator's depiction of the setting, close-reading of author's description of The Red Death, allegory chart (Prince Prospero, The Clock, The Red Death, The Seven Rooms), socratic seminar

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Descriptive language

Language Dive: "No pestilence had ever been so fatal, or so hideous. Blood was its avatar and its seal-- the redness and the horror of blood.

or

"Its pendulum swung to and fro with a dull, heavy, monotonous clang; and when the minute-hand made the circuit of the face, and the hour was to be stricken, there came from the brazen lungs of the clock a sound which was clear and loud and deep and exceedingly musical, but of so peculiar a note and emphasis that, at each lapse of an hour, the musicians of the orchestra were constrained to pause, momentarily, in their performance, to hearken to the sound;..."

Meaning:

Deconstruct - This sentence reveals how the author uses metaphor to set an ominous, or foreboding tone and to describe the pestilence.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses metaphor and a dependent clause to describe a source of horror.

Vocabulary:

Pestilence: a deadly disease

Sagacious: having or showing good judgment

Hale: strong and healthy

Castellated abbey: a building, or collection of buildings, in a secluded area that typically provides housing for the religious.

August: respected and impressive

Courtiers: a companion of a member of the royal family, part of the royal court

egress: the movement in and out of a place

Decor: conventions or requirements

Hernani: a dramatic play written by French author Victor Hugo that premiered in Paris in 1830 with exciting costumes.

Arabesque: intricate and flowing design patterns.

Wanton: extravagant

Peal: sound of bells

Disapprobation: strong disapproval

Out-Heroded Herod: a phrase that means “to exceed in violence or extravagance.” It refers to the Biblical king, Herod.

Mummer: refers to a masked actor, popular in England during the 18th and early 19th centuries, whose popularity spread to Philadelphia in the United States.

Vesture: clothing

Spectral: ghost-like

Impetuosity: the quality or condition of being driven by sudden action or emotion

Illimitable: without limits

Writing:

Quickwrites:

- How does Poe use characterization and setting to create his style?
- What is the significance of time in this story? At what moments does the narrator mention time, and how do these instances contribute to the story's overall effect?
- How does the description of the clock contribute to the development of the theme? Cite evidence to support your analysis.

Text-Specific Questions

- Compare and contrast life inside the castle / abbey to that across the country.
- What do the room descriptions suggest about the prince's tastes and values? What does this suggest about society then and now?
- In the story, the stranger might be viewed as a symbol of death. Describe how this manifests itself in the text.
- What is the conflict being described here?
- What is the significance of the Prince holding a masquerade?
- What is the significance of the last room?
- How are the rooms representative of the conflict mankind experiences in the face of death?

- What message does Poe convey about attempting to avoid conflict? Explain your answer.

Weeks 7 & 8:

Reading/s: “The Monkey’s Paw” by W.W. Jacobs: short story; from *The Monkey’s Paw* by Ricky Lewis Jr. (film clip)

Focus:

- Make connections across texts
- 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
- 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
- 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
- Evaluate the effectiveness of the author’s point of view or purpose choices
- 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

Activity: Analyze themes, Analyze foreshadowing, personal response, analyze plot, identify a theme, annotation- foreshadowing, close read paragraph 13-

foreshadowing, close read paragraph 26- themes and lessons, Close read paragraph 47- what words of advice are offered by Sgt-Major Morris?, close read paragraphs 58-61, close read paragraph 76- description and characterization, close read paragraphs 110-111- turning point and details, close read paragraphs 134-137 dialogue and lessons learned,

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Some unconventional language

Vocabulary:

Themes- the messages about life or human nature that writers share with readers

Explicit- stated directly in the text

Implicit- not stated directly

Infer- make an educated guess about the theme based on clues in the text.

Foreshadowing- a writer provides hints that suggest future events in a story

Dialogue- written conversation between characters

Imagery- descriptive words and phrases that appeal to the senses

Perils- something that is dangerous

Condoling- expressing sympathy or sorrow

Grimace- a facial expression of pain or disgust

*Fate-*a power that is thought to determine the course of events

*Credulity-*a tendency to believe too readily

Prosaic- it is dull or ordinary

Compensation- something, such as money, that is received as payment

Resignation- acceptance of something that is inescapable

Language Dive:

“Unconscious of his wife’s shriek, the old man smiled faintly, put out his hands like a sightless man, and dropped, a senseless heap, to the floor” (Jacobs paragraph 95).

Meaning:

Deconstruct - This sentence reveals how the author surrounds an independent clause with several dependent clauses to create a complex sentence.

Reconstruct - Practice & Transfer - Students can recreate their own complex sentence: starting with an independent clause, they will add on dependent clauses before and after to add richness and detail.

Writing:

Week 5:

Quickwrite: How does the author use foreshadowing to contribute to the story's overall meaning? Explain at least two examples of foreshadowing and how they develop the theme of the story.

Close read: How does the dialogue in paragraphs 78-94 develop the plot of the story?

Close read: How do paragraphs 63-72 contribute to an understanding of the mood at this point in the story? Use evidence from the text to support your answer.

Close read: What impact do Mr. and Mrs. White's differing points of view in paragraphs 109-125 and paragraphs 133-139 have on Part III?

Week 6:

Quickwrite: Write a critical review of Ricky Lewis Jr.'s film adaptation of W. W. Jacobs's short story.

- Provide some background about "The Monkey's Paw" and a brief summary of the events depicted in the film.
- Compare the film to the story, and analyze how closely the filmmaker followed the written work.
- Evaluate the film's use of music, sound, and camera techniques.
- Conclude with a recommendation as to whether or not your readers should watch the film.

Close read: How do the camera angles and camera filters that the director uses affect the mood of the film? How do they affect the impact of the final scenes at the cemetery? Use evidence from the film to support your answer.

Do Now: What elements contribute to the spine-tingling creepiness of a good horror movie? Make a list of techniques that movie directors use to create suspense, bring their scary stories and characters to life, and totally freak out their audience.

Week 9:

Reading/s: “What is the Horror Genre?” plus choice of horror text for performance task.

Focus:

- 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

Activity: Unpacking the performance task prompt; reviewing the rubric; planning a literary analysis essay with organizers (determining topic; identifying topic sentence and evidence; organizing ideas; addressing the prompt; drafting the essay; revising our essay; editing our essay; publishing our essay.

Differentiation:

Small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, repetition to assist in developing vocabulary meaning retention, graphic organizers, cognates, models for writing, writing templates, focus on one section of writing at a time, writing checklist, editing checklist, one-on-one writing conferences, textual evidence charts

Writing:

Performance Task: In this module, you have read and explored the defining elements of the horror genre. Select one of the narratives you’ve read throughout the module and write an essay in which you examine and critique the use of the author’s of these defining elements. Be sure to include concrete details, quotations, or other information and examples to support your analysis of the text. (W.8.2, W.8.4, W.8.5, RL.8.1, RL.8.2, RL.8.3, L.8.1, L.8.2)

Experiences (virtual and live field trips)	Showing and discussion of <i>Coraline</i> film <i>Monkey's Paw</i> film clip
Resources	
Additional Writing Opportunities (Alternative) Week 3: Silent Discussion: With a partner, use the silent discussion protocol to ‘discuss’ your thoughts about this portrait of Edgar Allen Poe found in the textbook. What does the image suggest about the mind of this well-known author? Week 3: Rewrite a Scene: Rewrite a scene from “The Tell-Tale Heart” from the point of view of a reliable narrator. Identify specific details that a reliable narrator would describe differently. Write from either a first person or a third person point of view. Week 4: Personal Writing: Write a personal response to each of the three sections of “The Monkey’s Paw.” Then write a paragraph that reflects on your responses and connections to the text. Week 5: Create a storyboard: With your group, create a storyboard or comic strip retelling of a scene from ‘The Monkey’s Paw.’ Draw a series of frames, including characters and settings for each frame in the scene. Include dialogue or a description of the action in each frame. Decide what kind of music you will add, and where you would include it. Additional Language Dives (Alternative): Week 1: “Works about the fantastic may deal with the search for forbidden knowledge that appears in much horror literature” (Russell paragraph 6). Week 2: from <i>Hades: Lord of the Dead</i> (Alternative): “The dead miss being alive like the thirsty miss water” (O'Connor page 147 in HMH). Week 3: “...there came to my ears a low, dull, quick sound, such as a watch makes when enveloped in cotton” (Poe paragraph 11). Week 3: “He wanted to show that fate ruled people’s lives, and that those who interfered with it did so to their sorrow” (Jacobs paragraph 26). <i>Coraline</i> PDF: http://mrdavieswebsite.weebly.com/uploads/2/4/5/6/24564916/coraline.pdf	
Pacing/ Time Frame:	9 weeks

Module 3		Grade(s)	8
Unit Plan Title:	The Fight for Racial Equality		
Overview/Rationale			
In this module, students will investigate the abolition movement as a case study to help them build the research and analysis skills needed to write their own research paper about a historical or contemporary freedom movement of their choice. Students will read texts from a variety of genres, at each step working on textual analysis, small-scale research projects, creative writing opportunities, and language standards. Students will learn to identify the strongest evidence in reliable research sources; to assemble their evidence in a logical manner; and to outline a research paper.			
New Jersey Student Learning Standards: ELA			
● 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. ● 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. ● 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.8.4. 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. ● 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. ● RI.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. ● 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. ● 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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● 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. ● 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.			

- **RI.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.
- **RI.8.10.** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- **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.
 - A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
 - B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Establish and maintain a formal style/academic style, approach, and form.
 - F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **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.)
- **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.
- **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.
- **W.8.7.** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **W.8.8.** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **W.8.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - 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”).
 - 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”).

- **W.8.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **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.
 - 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.
 - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **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.
- **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.
- **SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **SL.8.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.8.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - B. Form and use verbs in the active and passive voice.
 - C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - D. Recognize and correct inappropriate shifts in verb voice and mood.
- **L.8.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - B. Use an ellipsis to indicate an omission.
 - C. Spell correctly.
- **L.8.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 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).

- **L.8.4.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - 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.
 - 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).
- **L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- **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.

Career Readiness, Life Literacies, and Key Skills

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College &

Adults as well as those published by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to: promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills as stated at the beginning of this document;

- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Technology/Computer Science and Design Thinking

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Standards

Social Studies:

- **6.1.8.HistoryUP.5.b:** Examine the roles of women, African Americans, and Native Americans in the Civil War.
- **6.1.12.HistoryUP.2.b:** Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- **6.1.12.HistoryUP.4.b:** Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- **6.1.12.HistoryCC.11.c:** Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- **6.1.12.HistoryCC.13.c:** Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that

	evaluates the federal actions taken to ensure civil rights for African Americans. ● 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations. ● 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies
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21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

T	Civic Literacy	Communication	T
T	Global Awareness	Critical Thinking and Problem Solving	T
	Health Literacy	Collaboration	T
E	Financial, Economic, Business, & Entrepreneurial Literacy	Creativity and Innovation	E
	Environmental Literacy	Other:	

Essential Question(s)

How do individuals and/or groups fight for basic rights?
How can learning about historical struggles for racial equality influence our understanding of current struggles for racial equality?
How do writers organize information from multiple sources in order to construct a research paper?

Enduring Understandings

Throughout American history, people have risked their lives, their homes, their livelihoods, and their family connections for the opportunity to experience freedom.
Struggles for racial equality throughout American history include common elements that, once studied, can lead to more informed discussions of current fights for equality.
Writers use a process to synthesize information from multiple sources as they compose a research paper.

Student Learning Targets/Objectives

- I can analyze autobiography and cite evidence to support ideas.

- I can understand cause-and-effect structure.
- I can use Latin roots to help define words.
- I can analyze the structure of a biography.
- I can use academic and general vocabulary in writing and speaking.
- I can evaluate word choice and sentence structure to create mood and convey meaning.
- I can recognize and correct run-on sentences.
- I can analyze the setting of a short story and how it draws in the reader's interest.
- I can compare and discuss texts from different genres and present ideas supported by text evidence.
- I can utilize strategies to compose a research report about a movement for freedom in the United States.

Assessments

- **Pre and Formative:**
 - Diagnostic Reading Assessment/Inventory
 - Quickwrites
 - Quizzes
- **Authentic and Summative:**
 - Extended Writing Task #1- In his Narrative, Fredrick Douglass explains that his purpose is to throw 'light on the American slave system.' Which aspects of slavery does his Narrative bring to light? How does his position differ from that of those who attempted to defend slavery? How does he use his story to support his position? Be sure to draw evidence from multiple texts to support your answer. (W.8.2, W.8.4, RI.8.1, RI.8.2, RI.8.3, RI.8.6, L.8.1 & L.8.3)
 - Module Three Benchmark
 - Performance Task: Throughout this module, you have studied the written accounts of people that fought for racial equality in America. Consider the approaches, strategies, and tactics used to generate awareness and ignite change in America. Write an essay determining which movement had the greatest impact. Be sure to draw evidence from multiple texts to support your position. (W.8.1, RI.8.1, RI.8. 2, RI.8.6, L.8.1 & 3)

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role

in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives an introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural

connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SioP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Socratic Seminar - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g.,proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

	Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.
Activities: Including G/T, SE, and ELL Differentiation <i>Differentiation examples:</i> Students with a 504: <i>All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</i> ❖ <i>Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)</i> ❖ <i>Sentence frames discussions/sharing.</i> ❖ <i>Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.</i> ❖ <i>Refer to visuals throughout lesson/activity</i> ❖ <i>Divide instruction into smaller chunks of time</i> ❖ <i>Post pictures with new vocabulary words when possible and have</i>	<u>Weeks 1-3: Abolitionist Movement</u> Reading/s: ● Building Background Knowledge: ○ Slavery in America (“The Slave Trade” & “Abolition”) ○ Frederick Douglass’s Purpose ● from Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass ○ Meeting Frederick Douglass: Chapter 1, Paragraphs 1–5 and 8 ○ Plantation Life: Chapter 2, Paragraphs 2–5 (7–8), 10–11 ○ Learning to Read: Chapter 5, Paragraphs 11–12; Chapter 6, Paragraphs 1–4; Chapter 7, Paragraphs 1–6 Focus: ● Make Connections Across Texts ● Provide a statement of central idea based on textual evidence ● Analyze the development of the central idea over the course of the informational text ● Analyze how the central idea relates to the important details and facts ● 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 Extended Writing Task ● 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

children repeat each word.

- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going

- 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

Activity: [Gallery Walk](#), Text-dependent questions, annotation- cause and effect, close reading

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Some unfamiliar language; some complex sentence structure.

Vocabulary:

Autobiography- which is an account of the writer’s own life

Purpose- or reason for writing, beyond informing readers about events in their own lives

Cause and effect- which means that one event brings about another event or creates a change in attitude

Commence- to begin; start

Prudence- the wise handling of practical matters

Denunciation- the public condemnation of something as wrong or evil

Apprehension- the fear or dread of the future

Unabated- it keeps its full force without decreasing

Vindication- the evidence or proof that someone’s claim is correct

Language Dive:

“[Learning to read] opened my eyes to the horrible pit, but to no ladder upon which to get out” (Douglass paragraph 6).

Meaning:

Deconstruct - This sentence reveals how the author uses figurative language to describe a dilemma he faced after achieving a certain level of education.

up to the SMARTBoard, or big book to point out things relevant to the lesson.

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _____ _ _ _ _.)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase,*

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses a metaphor to reveal to the reader the challenges of dealing with a problem or dilemma one may face in life.

Writing:

Close Reading: Reread paragraph 8 of chapter 1:

- How does having power over their slaves seem to affect the overseer and the owner?
- What scene does Douglass vividly describe? Why do you think he describes it in such detail? How does this serve his purpose?

Week 2: Quickwrite: How does this excerpt support the two positions (Slavery is terrible for slaves and Slavery corrupts slave holders) Douglass held about slavery that are listed below?

Write an analysis of how the cause-and-effect structure helps Douglass achieve his purpose in this section of his autobiography.

Quickwrite: How does this excerpt support the two positions Douglass held about slavery that are listed below?

Entrance Ticket: Based on what you already know, consider: What will people risk to be free? Give examples of the kinds of risks people take when they fight for their freedom.

Week 3: Extended Writing Task #1- In his Narrative, Fredrick Douglass explains that his purpose is to throw 'light on the American slave system.' Which aspects of slavery does his Narrative bring to light? How does his position differ from that of those who attempted to defend slavery? How does he use his story to support his position? Be sure to draw evidence from multiple texts to support your answer.

Week 4:

Reading/s: from *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry

Focus:

- 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

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larger cursor,
Chromevox, on-screen*

- Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- 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
- 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
- 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

Activity: Close reading to analyze biography, word choice and vocabulary; Notice & Note paragraph 23; annotation in action- characterization, close reading paragraph 1- characterization, close read paragraph 5-7- characterization, close read paragraph 12- word choice, close read paragraph 46- how did others feel about Tubman?, close read paragraph 54- characterization, assessment practice, analyze the text- characterization; graphic organizer (compare & contrast), textual evidence chart (fight for freedom), write a summary of the video

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Mostly explicit; some figurative language, Latin roots, conditional mood,

Vocabulary:

Disheveled- when something is messy or untidy

Dispel- something you drive away

Sullen- people show silent resentment

Cajoling- you coax or urge gently

Instill- something, you establish or implant it gradually

Linger- to remain or stay longer

Eloquence- the ability to speak powerfully and persuasively

Evoking- something, you bring it to mind

Language Dive:

“She now had a definite crystallized purpose, and in carrying it out, her life fell into a pattern which remained unchanged for the next six years” (Petty paragraph 59).

Meaning:

Deconstruct - This sentence reveals how the author uses the vocabulary word ‘crystallized’ to express a concept about Harriet Tubman’s life.

Reconstruct - Practice & Transfer - Students can recreate their own sentence using the word ‘crystallize,’ to show an idea or habit taking definite form in the life of a real or fictional person.

Writing:

Entrance Ticket: What do you know about Harriet Tubman? Make a list of facts about Harriet Tubman, and then compare lists with a partner.

Quickwrite: How does the author depict, or describe Harriet Tubman? In what way does the author use Tubman’s story to help the reader understand the time period in which the text takes place? Cite evidence from ‘Harriet Tubman’ and at least one other text that you have studied in this module to support your answer.

Week 5

Reading/s: [“What to the Slave is the Fourth of July”](#) by Fredrick Douglass

Focus:

- 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.

- 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
- Dissect the argument presented in a text
 - paragraphs 1–3: introduction (exordium)
 - paragraphs 4–29: narrative or statement of fact (narratio)
 - paragraphs 30–70: arguments and counter-arguments (confirmatio and refutatio)
 - paragraph 71: conclusion (peroratio)
- 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
- Evaluate the effectiveness of the author's use of rhetorical devices
- Evaluate the quality and sufficiency of the evidence given to support an argument
- Explain how the author acknowledges and responds to counterarguments
- Provide a statement of an author's point of view and author's purpose in a text

Activity: Annotate text, analyze word choice and tone, final word protocol, analyze text for rhetorical devices, entrance and exit tickets- contrast, irony and hypocrisy in the text.

Writing:

Quickwrite: In his narrative, Frederick Douglass explains that his purpose is to throw 'light on the American slave system.' How does this speech contribute to his purpose? Evaluate the tone of Douglass's speech, how does he utilize rhetoric in the text to raise awareness and ignite change to his audience.

Vocabulary:

quailing
exordium
shrouded
prerogatives
infallibility
appellation
euphonious
vociferations

leeward
multitudinous
repudiated
execration

Language Dive

“The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me.... This Fourth of July is yours, not mine. You may rejoice, I must mourn.”

Meaning

Deconstruct- This sentence reveals Douglass’s feelings of hypocrisy about the Fourth of July and the irony of his being asked by his audience to deliver such a speech. It demonstrates stark contrast to the reader.

Reconstruct- Students can recreate a sentence of their own that demonstrates the irony or hypocrisy of another aspect of slavery as discussed in Douglass’s speech, or another stark contrast inspired by the unit of study.

Week 6 The Civil Rights Movement

Reading/s: [Historical Background: Civil Rights Movement](#), [Emmett Till](#) & [“The Scottsboro Boys”](#)

Focus:

- Use a note taking structure to track key individuals, events, and/or ideas in informational texts
- Reflect on how the writer’s choice of structure relates to the overall central idea or purpose
- Analyze the development of the central idea over the course of the text
- Analyze how the central idea relates to important details and facts
- Summarize the text objectively, capturing the main ideas

Activity: Annotate text, [semantic webbing](#), note taking, gogomo discussion protocol, entrance and exit tickets: drawing connections between texts

Vocabulary:

“Emmett Till”

Resonate (verb) to create strong feelings or memories

Relent (verb) to agree to do or accept something after resisting or refusing

Presume (verb) to suppose something is true based on probability or likelihood

Deliberate (verb) to think about or discuss a serious decision, especially a jury deciding a court case

Condemn (verb) to express complete disapproval.

Commend (verb) to praise

Catalyst (noun) something that initiates or speeds up a change or action

“The Scottsboro Boys”

Inflammatory (adjective) stirring up anger, disorder, or rebellion

Alleged (adjective) said to have happened but not yet proven

Condemn (verb) to express complete disapproval of something

Blatant (adjective) very obvious and offensive

Competent (adjective) having the necessary ability, knowledge, or skill to do something successfully

Coerce (verb) to persuade, especially by force or threats

Inarguable (adjective) not open to doubt or debate 12. Unprecedented (adjective) never done or known before

Skew (verb) to make something favor a particular group of people in a way that is unfair

Writing:

Quickwrite: Consider the depiction of the justice system in the South in both “Emmett Till” and “The Scottsboro Boys”. How did the skewed legal system of the time benefit Emmet Till’s murders just as much as it condemned the Scottsboro Boys? How did these two events impact the Civil Rights Movement?

Week 7

Reading/s: [“Mrs. Parks Gets Arrested”](#) by Leslie Anderson Morales, [One-Way Ticket to New Orleans, Please](#) by & [“Lunch at Woolworth’s”](#) by Gloria Harris

Focus:

- Determine how specific events 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 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 incidents

- Evaluate the author’s effectiveness in using particular incidents to propel the action, reveal aspects of a character, or provoke a decision
- Analyze how details relate to the writer’s overall message
- 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

Activity: Entrance Ticket: [Analyze the Image](#), Jigsaw: graphic organizer- text structure, graphic organizer- compare and contrast, assessment practice, close reading - characterization

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Vocabulary

from “Mrs. Parks Gets Arrested”

Protest- an expression or declaration of objection, disapproval

Segregated- restricted to one group, especially exclusively on the basis of racial or ethnic membership

Violate- to break through or pass by force or without right

Unanimously- agreed to by all

Boycotted- to combine in abstaining from, or preventing dealings with

Lawsuit- a case in a court of law involving a claim, complaint, etc., by one party against another

Unconstitutional- unauthorized by or inconsistent with the constitution, as of a country

Integrate- to bring together or incorporate

“Lunch at Woolworth’s”:

Injustice- lack of fairness or justice.: "the injustice of the death penalty".

Movement-a group of people working together to advance their shared political, social, or artistic ideas.: "the labor movement".

Nonviolent- using peaceful means rather than force, especially to bring about political or social change.: "he regarded hunger strikes as a powerful form of nonviolent protest".

Picket-line- a boundary established by a group of protestors, especially at the entrance to the place of work, which others are asked not to cross.

Language: The vocabulary and phrasing of effective concluding sentences.

Language Dive:

from "Lunch at Woolworth's": "Although the sit-ins did not guarantee all rights for African Americans, they did show a younger generation of civil rights protesters what could be accomplished when people took a stand and worked together" (Harris paragraph 8).

Meaning:

Deconstruct - This sentence reveals how the author uses the word 'although' to draw a contrast between two ideas about the Woolworth's lunch-counter protests.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses a transition word (e.g. 'although,' 'however', 'despite') to draw a contract between two ideas about a time in U.S. history when people fought for freedom.

Writing:

Quickwrite: Compare and contrast Rosa Parks and the other participants in the Montgomery bus boycott with the Woolworth's sit-in students and/or the Freedom Riders. How were their protest strategies similar? In what ways were they different? What were some of the challenges each group of protesters faced? What were the ultimate outcomes of their protests? Use evidence from the texts to support your response.

Week 8:

Readings/s: [from Walking with the Wind](#) by John Robert Lewis & ["I Have A Dream"](#) Speech by Martin Luther King Jr.

Focus:

- 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

- 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
- Identify the relationship of words
- Clarify words by using the relationship between them
- Analyze the development of the central idea over the course of the text
- Analyze how the central idea relates to important details and facts
- Summarize the text objectively, capturing the main ideas

Activity: graphic organizer- text structure, organizer- compare and contrast, current events compare and contrast, current events research

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Vocabulary:

“I have a Dream” Speech:

Emancipation Proclamation, manacles, languished, promissory note, militancy

Language Dive:

“When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note⁴ to which every American was to fall heir.”

Meaning:

Deconstruct - This sentence reveals how the author uses allusions (architects of our republic and Constitution and the Declaration of Independence, in the dependent clause to establish the significance of the promissory note in the independent clause. (What does it mean to be an heir?)

Reconstruct - Practice & Transfer - Students can recreate their own sentence providing an example of a precondition in the dependent and its relationship to the independent clause.

Writing: Quickwrite: How do John Robert Lewis and Martin Luther King use words and knowledge of the country's history to persuade their audience to take action?

Week 9: Black Lives Matter Movement

Reading/s: “Trayvon Martin is Shot and Killed in Florida”; “Black Lives Matter Begins”; “Don’t All Lives Matter?”

Focus:

- Determine how specific events 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 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 incidents
- Analyze the impact of the incidents on the reader
- Evaluate the author’s effectiveness in using particular incidents to propel the action, reveal aspects of a character, or provoke a decision
- Analyze how details relate to the writer’s overall message
- 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

Activity: graphic organizer- text structure, organizer- compare and contrast, current events compare and contrast, current events research

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Transition words and phrases; vocabulary that expresses cause-and-effect relationships.

Vocabulary:

from “Trayvon Martin is Shot and Killed in Florida”:

Racial profiling- using race and other factors to unfairly target people who are judged as more likely to commit certain crimes

Suspicious- tending to cause or excite questionable behavior

Confrontation- a meeting of persons face to face

Struggle- to contend with an adversary or opposing force

Pursued- to follow in order to overtake, capture, kill,

Vocabulary from “Black Lives Matter Begins”:

Distraught- deeply agitated

Resonated- to resound, to hear again in your mind

National Movement- act for the whole nation

from “Don’t All Lives Matter?”:

*Imply-*to indicate or suggest without being clear

Police Brutality- police being violent

Equality- being the same

Harassment- to indicate or suggest without being

Legacy- anything handed down from the past, as from an ancestor or predecessor

Language Dive:

“Its supporters work to create a world in which Black people have equal access to the social, economic, and political power they need to thrive” (from “The Black Lives Matter Global Network”).

Meaning:

Deconstruct - This sentence reveals how the author uses strong vocabulary words (access, social, economic, political, thrive) to make a point about the Black Lives

Matter movement. Depending on student readiness, discussion may have to focus on the meanings of one or more of these words in this context.

Reconstruct - Practice & Transfer - Students can recreate their own sentence providing an example of social, economic, and/or political power in contemporary society.

Writing:

Before reading:

Why is it important to say “Black lives matter”? Don’t all lives matter?

After reading options:

What are some of the ways people have protested for Black lives? Which types of protests do you think are most effective? Why?

How would you compare the Black Lives Matter Movement to the civil rights movement?

Week 10

Performance Task

Focus:

- 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
- Use transitional words and phrases 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

Activity: Unpacking the performance task prompt; reviewing the rubric; planning a research paper with organizers (determining topic; identifying topic sentence and evidence; organizing ideas; addressing the prompt; drafting the paper; revising our paper; editing our paper; publishing our paper.

Differentiation:

Small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), highlighted

or bolded keywords/phases, provide synonyms to higher level vocab words, repetition to assist in developing vocabulary meaning retention, graphic organizers, cognates, models for writing, writing templates, focus on one section of writing at a time, writing checklist, editing checklist, one-on-one writing conferences, textual evidence charts

Writing:

Performance Task #3: Throughout this module, you have studied the written accounts of people that fought for racial equality in America. Consider the approaches, strategies, and tactics used to generate awareness and ignite change in America. Write an essay determining which movement had the greatest impact. Be sure to draw evidence from multiple texts to support your position. (W.8.1, RI.8.1, RI.8. 2, L.8.1 & 3)

Experiences (virtual and live field trips)

Virtual field trip to Gettysburg, PA

Resources and videos from the National Abolition Museum

Resources

“What to the Slave is 4th of July?”: James Earl Jones Reads Frederick Douglass’s Historic Speech

Additional Writing Opportunities (Alternative):

Week 4: Prepare a persuasive speech to convince the board of a museum that Harriet Tubman should be included in a “Heroes Hall of Fame” exhibit. Be sure to have a claim with reasons and evidence, as well as summarizing your main points.

Week 4: Create a Timeline: Working individually or with a partner, create a timeline of events from the Harriet Tubman biography excerpt. Make sure the information in your timeline is accurate and that the events are in correct chronological order.

Additional Language Dives (Alternative):

Week 1: “Then, at last, very slowly and firmly, he turned the drum so that it faced up toward the sky” (Bradbury paragraph 57).

Week 2: “Mistress, in teaching me the alphabet, had given me the inch, and no precaution could prevent me from taking the *ell*” (Douglass paragraph 3). Text In Focus video may help lower-tier learners with this sentence.

Week 4: “For a while, as they walked, they seemed to carry in them a measure of contentment; some of the serenity and the cleanliness of that big warm kitchen lingered on inside them” (Petry paragraph 32).

Week 7: from “Mrs. Parks Gets Arrested”: “A federal order forced Montgomery to obey the law and integrate its buses. And the boycott’s success revealed the power of peaceful protest” (Morales paragraph 9).

Week 7: from “One-Way Ticket to New Orleans, Please”: “None of the Freedom Riders ever actually completed their bus journey to New Orleans, but their peaceful efforts for change in the face of violence were one of the great successes of the civil rights movement” (Lusted paragraph 20).

Week 8: from “Don’t All Lives Matter?”: “Furthermore, for much of American history, when slavery was legal for example, or during the Jim Crow era, Black lives were not equally protected or valued.”

Pacing/ Time Frame: 10 weeks

Module 4		Grade(s)	8
Unit Plan Title:	Places We Call Home		
Overview/Rationale			
<i>In this module, students will understand how we can learn from the places we live in and how they shape who we become. They will learn the importance of home and how you carry parts of your culture and past with you wherever you go. Students will also understand what it means to be an immigrant and the common struggles they face in their new homes. Students will read, respond, and write about people who struggle and overcome these obstacles as they navigate their lives in new places. Students will explore elements of narrative writing including dialogue, pacing, transitional words, and sensory language. The final performance task will focus on writing a short story about a character that must face struggles and obstacles in a new place.</i>			
New Jersey Student Learning Standards: ELA			
<u>Reading</u>			
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.			
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.			
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.8.4 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.			
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.			

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.

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.8.3 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.8.4 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.

Writing

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

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.)

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.

Language

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening

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.

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the notices (e.g., social, commercial, political) behind its presentation.

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.

Career Readiness, Life Literacies, and Key Skills

The NJSLS-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school. A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment.

The NJSLS-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills as stated at the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and

- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.

Technology/Computer Science and Design Thinking

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.

Interdisciplinary Standards

Social Studies Standards:

- **6.1.5.CivicsPR.2:** Describe the process by which immigrants can become United States citizens.
- **6.1.12.CivicsDP.5.a:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- **6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

E	Civic Literacy	Communication	T
T	Global Awareness	Critical Thinking and Problem Solving	T
E	Health Literacy	Collaboration	E
	Financial, Economic, Business, & Entrepreneurial Literacy	Creativity and Innovation	T
	Environmental Literacy	Other:	

Essential Question(s)

How do the places we come from, and move to, shape who we are?
 How do immigrants manage the opportunities and challenges they experience in their new homes?
 How is one's cultural identity affected by immigrating to the U.S.?
 How do authors share their stories to examine aspects of identity?
 How do authors compose effective narratives?

Enduring Understandings

Places that are essential to us hold memories and stories that influence who we become.
 Immigrants use a variety of strategies to adapt to the challenges of their new countries.

Immigrants in America may be faced with having to change or alter aspects of their cultural identity in order to achieve the “American Dream.”

Authors share their stories to explore and examine aspects of their identity, and the challenges and opportunities of immigrating to the U.S.

Authors compose effective narratives by using elements and techniques such as dialogue, pacing, transitional words, and sensory language.

Student Learning Targets/Objectives

- I can closely read the text looking for patterns to extract quality evidence to support a claim or idea.
- I can identify and analyze author’s purposeful use of language and literary devices
- I can gather evidence from the text to support inferences or explicit meaning and directly quote evidence from text
- I can analyze the development of the theme or central idea over the course of the fictional or informational text and analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts
- I can use a note taking structure to track key individuals, events, and/or ideas in texts
- I can determine how specific events or dialogue significantly impact the development of a story
- I can 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
- I can 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 and explain why the author chose to include the dialogue or incidents
- I can determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and provide an analysis of the impact of specific word choice on meaning and/or tone
- I can evaluate the effectiveness of the author’s choice to use specific word choice
- I can analyze how the author uses literary devices to develop effects such as suspense or humor
- I can analyze the impact of the author’s point of view or purpose choices on the reader and evaluate the effectiveness of the author’s point of view or purpose choices
- I can establish a point of view and context in writing
- I can organize an event sequence that unfolds naturally and logically and use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters
- I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- I can create a context or setting for the story and develop characters throughout the story
- I can use language that is precise and powerful to create voice and create a tone that is appropriate for one’s audience
- I can Revise and edit intentionally to improve writing and view writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- I can use previous knowledge to expand discussions about a topic and engage in conversations about grade-appropriate topics and texts

Assessments

- **Pre and Formative:**
 - Diagnostic Reading Assessment/Inventory

- Quickwrites
- Quizzes
- Authentic and Summative:
 - Extended Writing Task- Imagine the characters Papa, Maya, or Nurzhan from “My Favorite Chaperone” one year later. Would they have a different perspective in the same situation? Write a continuation of the story using details from the text to describe what you think happened to one of these characters a year later. Be sure to use narrative techniques (dialogue, pacing, and description, etc) to develop the experiences, events, and/or characters.
 - Module Four Benchmark
 - Performance Task - Throughout this module, you read about the experiences of people who immigrated to the United States. Conduct an interview with an individual who immigrated to the United States and compose a narrative depicting a challenge they overcame while living in America. Be sure to use narrative techniques (dialogue, pacing, and description, etc) to develop the experiences, events, and/or individual. (W.8.3, W.8.4, RL.8.3, L.8.3)

Teaching and Learning Actions

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers’ ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in

meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource: <https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives an introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities.

Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping - The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SloP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Socratic Seminar - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”- for quick, formative assessment

Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.

Week 1:

Reading/s: [A Child of The Americas](#) by Aurora Levins Morales & [A Voice](#) by Pat Mora

Focus:

- Make connections across texts
- 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
- 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
- Determine why the author chose a particular structure
- Analyze the impact that the structure choice has on the reader
- Identify and analyze author's purposeful use of language and literary devices
- Gather evidence from the text to support inferences or explicit meaning

Activity: Compare and contrast the poems, exit and entrance tickets, examine figurative and descriptive language (Your breath moves/through the family like the wind/moves through the trees), infer meaning

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

- ❖ Allow role-play responses.
- ❖ Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.
- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks..
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.

Language: figurative and descriptive language

Vocabulary:

craft, spunky, pinpricks, hoarseness, generation, diaspora, lodges, gestures, generation

Language Dive:

“This is America, Mom. The undo-able is done in the next generation.”
(Mora)

I speak English with passion: it’s the tongue of my consciousness, a flashing knife blade of crystal, my tool, my craft. (Morales)

Meaning:

Deconstruct - This lines reveal how each author feels about language and how it might be used as part of their experience and story as an immigrant to the United States

Reconstruct - Practice & Transfer - Students can recreate their own sentence that captures a character’s emotion and feelings about their own voice and their own role or legacy, using figurative or descriptive language.

Writing: Quickwrite: Based on the two poems, how does each poet feel about their identities? How do they express these feelings and the unique challenges they faced as part of their identities? Compare and contrast, citing evidence from both poems to support your answer.

Weeks 2 & 3:

Reading/s: “My Favorite Chaperone” by Jean Davies Okimoto: short story

Focus:

“My Favorite Chaperone”

- 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
- 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

- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.
- ❖ Thumbs Up/Down for quick assessments.
- ❖ Take dictation.
- ❖ Have students make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____
_ _ _.)
- ❖ Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.
- ❖ Assign partner work.
- ❖ Snap & Read Google extension (reads to student in selected language).
- ❖ Small group instruction
- ❖ Inclusion of videos, images, and Google Expeditions

- 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

Extended Writing Task

- 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 and follows those present in the model text
- 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

Activity: analyze plot and character graphic organizers, annotation in action-drawing conclusions, close reading: paragraph 1, close reading- paragraph 2, close read paragraph 8- plot, close read paragraphs 11-17, close read paragraph 50- tough questions, close read paragraphs 76-90, close read paragraph s137-150, close read paragraph 171, close read- climax, assessment practice, analyze the text organizer, Turn & talk: did Maya handle the situation in the principal’s office appropriately?

❖ Choice in task products (song, dance, writing, role play, drawing) ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen text element	Differentiation: <i>Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio</i> Language: Less straightforward sentence structures. Vocabulary: Sponsored- someone, you support his or her admission into a group Stunned- to make him or her feel shocked or dazed Dispatcher- a person who sends out vehicles according to a schedule Scuffle- a disorderly fight Whimpering- to sob or let out a soft cry Language Dive: “I love to swing up and up, higher and higher, and as I fly through the air, a wonderful thing happens and suddenly I have no worries and no responsibilities” (Okimoto paragraph 8). Meaning: Deconstruct - This sentence reveals how the author uses a specific activity - in this case, the uneven bars in gymnastics - as a vehicle for her protagonist to discuss an emotion: happiness. Reconstruct - Practice & Transfer - Students can recreate their own sentence that captures a character’s emotion via an activity: examples might include happiness through listening to music, or sadness through looking at [pictures of a missing person or place. Or “Since I left ESL, I often feel like I’m in the middle of a game where I don’t know the players, the rules, or even the object of the game” (Okimoto paragraph 9). Meaning:
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Deconstruct - This sentence reveals how the author uses figurative language to bring to life the experience of undergoing a difficult transition.

Reconstruct - Practice & Transfer - Students can recreate their own sentence that uses figurative language to embody a transition - one they've gone through themselves, or one that they want a character in their narrative to undergo.

Writing:

Extended Writing Task #1: Imagine the characters from “My Favorite Chaperone” one year later. Would the characters have a different perspective in the same situation? Choose from the following characters: Papa, Mama, Maya, or Nurzhan. Use elements of narrative writing such as plot, figurative language, characterization, dialogue, setting, and theme in your narrative piece.

Week 4:

Reading/s: “[New Immigrants Share Their Stories](#)” by The Working Group: documentary and “A Common Bond” by Brooke Hauser: informational text

Focus:

- Make connections across texts
- 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 development of the theme or central idea over the course of the 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
- 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

Activity: example chart, infographic, venn diagram, evaluate a documentary chart, analyze text elements organizer, annotation in action, assessment practice, close read- subheading, analyze text elements- pie chart, notice and note- questioning stance, analyze media and text chart, compare purposes chart,

Differentiation:

Close read aloud at a slower pace, turn and talk, small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), chunk reading into smaller sections, highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, use words, gestures, repetition to assist in developing vocabulary meaning retention, assign partner work, graphic organizers, English/Spanish summary, Text X-Ray English learner support, echo read, cognates, audio

Language: Mostly literal, familiar language

Vocabulary:

“A Common Bond”

Immigrant- a person who migrates to another country, usually for permanent residence

Eligible- qualified to be selected

Assimilate- to blend into or become similar to the prevailing culture

Embrace- an idea means to accept and support it

Under the Umbrella- part of a larger organization

Capitalize- to use it to one’s advantage

Unrest- an unstable or turbulent condition that is often marked by protests or riots

Writing: Quickwrite: Identify common struggles or obstacles teenage immigrants encounter when migrating to a new country. Compare and contrast these struggles with Maya in “My Favorite Chaperone”.

Week 5: Performance Task

Focus:

- 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 and follows those present in the model text
- 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
- 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

Activity: Unpacking the performance task prompt; reviewing the rubric; planning a narrative essay with organizers (determining dialogue, pacing, transitional words, and sensory language; organizing ideas; addressing the prompt; drafting the piece; revising our piece; editing our piece; publishing our piece.

Differentiation:

Small groups, refer to visuals throughout the lesson/activity, post pictures with new vocabulary words when possible, TTS program (Snap & Read), highlighted or bolded keywords/phases, provide synonyms to higher level vocab words, repetition to assist in developing vocabulary meaning retention, graphic organizers, cognates, models for writing, writing templates, focus on one section of writing at a time, writing checklist, editing checklist, one-on-one writing conferences, narrative elements charts

Language: Editing our narrative piece for language conventions

Writing: Performance Task: In this module, we have learned about the importance of home and how people carry parts of their culture with them wherever they go. We also learned about the challenges many immigrants face here in America. Refer back to the passages we read in this module and

write a narrative about a character that goes through similar obstacles and experiences in the places they live.

Be sure to use the narrative elements and techniques such as dialogue, pacing, transitional words, and sensory language that captures that action. (W.8.3, W.8.4, W.8.5, RL.8.2, RL.8.3, L.8.1, L.8.2)

Experiences (virtual & live field trips)

New Immigrants Share Their Stories video:
<https://www.niot.org/nios-video/new-immigrants-share-their-stories>

Resources

Independent reading options, as time allows to inspire or for enrichment after writing the performance task:

New Immigrants Share Their Stories video:

<https://www.niot.org/nios-video/new-immigrants-share-their-stories>

“Golden Glass” by Alma Luz Villanueva: short story

http://zocchi.weebly.com/uploads/3/7/5/6/37562765/golden_glass.pdf

Additional Language Dives (Alternative):

Week 1: “Everything was still just unfolding in front of our eyes and we had no idea what to make of it” (Henríquez paragraph 23).

Week 1: “And I think we all sensed, standing there, just how far we were from where we had come, in ways both good and bad” (Henríquez paragraph 27).

Weeks 2&3: “I wished so much I was in a beautiful meadow right then, surrounded by sweet-smelling flowers, lying in the soft grass, looking up at the clouds” (Okimoto paragraph 91).

Weeks 2&3: “As I ran, each traffic light I came to would turn green, until there would be a string of green lights glowing like a necklace of emeralds strung all down the street” (Okimoto paragraph 152).

Pacing/ Time Frame:

5 Weeks