

***Howell Township Public Schools
Critical and Creative Literacies
Language Arts Curriculum
Grade 8***



Board Approved: August 26, 2026

Scope and Sequence Document
New Jersey Student Learning Standards for English Language Arts 6-8

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Introduction and Directions

This Scope and Sequence document first presents the anchor standards for each of the topics listed above. Each of the anchor topics breaks down into a number of sub-standards, identifying targeted learning behaviors that a literate college and career ready citizen needs to demonstrate.

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The appendix lists each of these sub-standards as a continuum across the grade levels so that educators can identify the expectations for their students in the next grade and in the prior grade.

Grade level units of study describe the Essential Questions, Critical Knowledge and Skills, Recommended Texts, Supplemental Resources, Writing Tasks, Cross-Curricular Connections, Assessments, and Instructional Best Practices organized into units to be taught across the school year.

Reading Domain Anchor Statements

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- (CR) Close Reading of Text: By the end of grade 12, 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.
- (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- (TS) Text Structure: By the end of grade 12, 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.
- (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- (AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Writing Domain Anchor Statements

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- (RW) Range of Writing: By the end of grade 12, 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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Speaking and Listening Anchor Statements

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- (PE) Participate Effectively: By the end of grade 12, 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.
- (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- (PI) Present Information: By the end of grade 12, 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.
- (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have amply opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what other have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Language Domain Anchor Statements

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- (RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- (WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- (VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- (VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Progress Indicators Organized by Standard - Grades 6-8

READING DOMAIN

Close Reading of Text (CR)

Grade	Literature and Informational Standard
6	CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary/informational text says explicitly as well as inferences drawn from the text.
7	CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary/informational text says explicitly as well as inferences drawn from the text.
8	CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary/informational text says explicitly as well as inferences drawn from the text.

Central Ideas and Themes of Texts (CI)

Grade	Literature	Informational
6	RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.	RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
7	RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
8	RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Interactions Among Text Elements (IT)

Grade	Literature	Informational
6	RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.	RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
7	RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
8	RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across	RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and

	multiple text types, including across literary and informational texts	informational texts.
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Text Structure (TS)

Grade	Literature	Informational
6	RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.	RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
7	RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
8	RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.	RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

Perspective and Purpose in Texts (PP)

Grade	Literature	Informational
6	RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).	RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.
7	RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.	RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
8	RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Diverse Media and Formats (MF)

Grade	Literature	Informational
6	RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a	RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively)

	theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	to develop a coherent understanding of a topic or issue.
7	RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
8	RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.	RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

Analysis of an Argument (AA)

Grade	Informational
6	RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
8	RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Comparison of Texts (CT)

Grade	Literature	Informational
6	RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.	RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
7	RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.	RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different

		interpretations of facts.
8	RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.	RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

WRITING DOMAIN

Argumentative Writing (AW)

Grade	Standard
6	W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from the argument presented.
7	W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.
8	W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 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 or academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

Informative and Explanatory Writing (IW)

Grade	Standard
6	W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Acknowledge and attempt a formal/academic style, approach, and form. F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
7	W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
8	W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
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Narrative Writing (NW)

Grade	Standard
6	W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. E. Provide a conclusion that follows from the narrated experiences or events.
7	W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
8	W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Writing Process (WP)

Grade	Standard
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6	W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
7	W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
8	W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Writing Research (WR)

Grade	Standard
6	W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
7	W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8	W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Sources of Evidence (SE)

Grade	Standard
6	W.SE.6.6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
7	W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
8	W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Range of Writing (RW)

Grade	Standard
6	W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

7	W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
8	W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING DOMAIN

Participate Effectively (PE)

Grade	Standard
6	SL.PE.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; 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, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
7	SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 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, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
8	SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 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.
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Integrate Information (II)

Grade	Standard
6	SL.II.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
7	SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
8	SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Evaluate Speakers (ES)

Grade	Standard
6	SL.ES.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8	SL.ES.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.

Present Information (PI)

Grade	Standard
6	SL.PI.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
7	SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
8	SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Use Media (UM)

Grade	Standard
6	SL.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
7	SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Adapt Speech (AS)

Grade	Standard
6	SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
7	SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
8	SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE DOMAIN

System and Structure of Language (SS)

Grade	Standard
6	L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions.
7	L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling

	modifiers. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). E. Recognize spelling conventions.
8	L.SS.8.1. Demonstrate command of the system and structure of the English language 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. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. F. Use an ellipsis to indicate an omission. G. Recognize spelling conventions.

Knowledge of Language (KL)

Grade	Standard
6	L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone.
7	L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
8	L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. C. 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).

Vocabulary Acquisition, Use and Literal Meaning (VL)

Grade	Standard
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6	L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. 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. E. 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).
7	L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. Analyze the impact of a specific word choice on meaning and tone. D. 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. E. 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).
8	L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Analyze the impact of specific word choices on meaning and tone. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). D. 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. E. 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).

Vocabulary Acquisition, Use and Interpretative Meaning (VI)

Grade	Standard
6	L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. C. Analyze the impact of a specific word choice on meaning and tone. D. Distinguish among the connotations (associations) of words with similar denotations (definitions)

	(e.g., stingy, scrimping, economical, unwasteful, thrifty).
7	L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
8	L.VI.8.4. 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. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Progress Indicators for Reading - Grade 8

READING DOMAIN

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

WRITING DOMAIN

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, 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 relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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 or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; 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) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening - Grade 8

SPEAKING AND LISTENING DOMAIN

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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

SL.ES.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.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language - Grade 8

LANGUAGE DOMAIN

L.SS.8.1. Demonstrate command of the system and structure of the English language 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.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- F. Use an ellipsis to indicate an omission.
- G. Recognize spelling conventions.

L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. 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.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. 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.
- E. 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.VI.8.4. 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. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)

Grade 8 Unit 1 CommonLit 360: The Art of Suspense Narrative Writing Focus CCL modifications highlighted in yellow								
Essential Questions How do authors create suspense, and why are we drawn to it? Why is it important to pay attention to the elements and the details of the story? How do readers and writers develop independence and proficiency? How do we contribute to effective collaborative conversations?								
Instructional Best Practices District Approach to Teaching Reading and Writing: <table border="1"> <tr> <td>Focus lesson w/ Guided practice</td><td>40 minutes</td><td> - Direct, explicit minilesson on a specific skill or strategy with teacher modeling, including: - Reading comprehension - Writing technique - Vocabulary - Grammar - Guided practice with students reading the same complex text for multiple purposes or writing within a specific genre </td></tr> <tr> <td>Independent practice and small groups</td><td>23 minutes</td><td> - Independent reading of choice books with written responses - Independent writing - Small strategy groups based on data - Individual conferring </td></tr> </table>			Focus lesson w/ Guided practice	40 minutes	- Direct, explicit minilesson on a specific skill or strategy with teacher modeling, including: - Reading comprehension - Writing technique - Vocabulary - Grammar - Guided practice with students reading the same complex text for multiple purposes or writing within a specific genre	Independent practice and small groups	23 minutes	- Independent reading of choice books with written responses - Independent writing - Small strategy groups based on data - Individual conferring
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Independent practice and small groups	23 minutes	- Independent reading of choice books with written responses - Independent writing - Small strategy groups based on data - Individual conferring						
Recommended Texts (Read aloud & close reading) Short stories: "Button, Button" by Richard Matheson "Lamb to the Slaughter" by Roald Dahl "The Cask of Amontillado" "The Black Cat" "The Raven" "The Tell-Tale Heart" by Edgar Allan Poe Nonfiction: "The Psychology of Suspense" by R.J. Jacobs (Nonfiction)	Supplemental Resources Grade 8 Unit 1 Vocabulary - Narrative Writing prompt as written in the unit 1 guide - Excerpts from <i>Long Way Down</i> read aloud - Mock trial - Creative writing seminar- Poetry, short stories, suspense Supplemental Texts: "A Man Who Had No Eyes" by MacKinlay Kantor "Click-Clack the Rattlebag" by Neil Gaiman "Amigo Brothers" by Piri Thomas "Showdown" by Shirley Jackson "How to Make Your Writing Suspenseful" by Victoria Smith "Antigonish [I met a man who wasn't there]" by Hughes Mearns Additional Writing Options - Creative Narrative [W.3] - Narrative Continuation [W.3] - Critique [W.1] - Literary Analysis and Reflection [W.1, W.2]							

	Modifications for Diverse Learners
Formative Assessments Written responses Conferring notes Shorter fiction writing tasks Exit slips - paper or digital (ex: Schoology, TodaysMeet, Plickers, etc)	Summative, Benchmark, and Alternative Assessments Written responses Literary analysis essay CommonLit 360 Unit Skills Assessment Grammar and usage quizzes Vocabulary quizzes STAR Reading Assessment
Primary Focus Standards	Critical Knowledge and Skills
RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.	-Closely read the text -Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim -Identify and analyze author's purposeful use of language and literary devices -Make personal connections, make connections to other text, and/or global connections when relevant -Gather evidence from the text to support inferences or explicit meaning -Paraphrase and directly quote evidence from text -Correctly cite evidence -Use evidence from the text to make and check predictions when reading -Read and analyze a variety of literary genres -Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings -Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences -Refer to the text for support when analyzing and drawing inferences
RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Provide a statement of a theme or central idea of a fictional text, based on textual evidence -Analyze the development of the theme or central idea over the course of the fictional -Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts -Summarize the text objectively, capturing the main ideas
RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.	-Determine how specific events or dialogue significantly impact the development of a story -Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story -Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development -Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character -Explain why the author chose to include the dialogue or incidents -Analyze the impact of the dialogue or incidents on the reader -Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the	-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 text

characters and that of the audience or reader (e.g., created through the use of dramatic irony).	-Explain how the author acknowledges and responds to counterarguments -Analyze how the author uses literary devices to develop effects such as suspense or humor -Analyze the impact of the author's point of view or purpose choices on the reader -Evaluate the effectiveness of the author's point of view or purpose choices
RL.CT.8.8. Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.	-Recognize that literary themes are timeless -Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works -Read a variety of texts of varying formats and time periods that all focus around a common literary theme -Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts -Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre. -Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach -Analyze why an author chose to draw on elements from myths, traditional stories, or religious words -Analyze the impact of the author's choice to reference elements from earlier works on the reader -Evaluate the effectiveness of the author's choice to reference earlier works
W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	-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
W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	-Establish a point of view and context -Engage the reader with a story hook -Introduce a narrator and/or characters -Organize an event sequence that unfolds naturally and logically -Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters -Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another -Use figurative language to aid in description -Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events -Provide a conclusion that follows from and reflects on the narrated experiences or events -Clearly convey a conflict and a resolution to the conflict -Apply the narrative plot structure to a real or imagined story -Demonstrate ability to create a context or setting for the story -Develop characters throughout the story
W.WP.8.4. With some guidance and support	-Revise and edit intentionally to improve writing

from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	-Generate ideas to develop topic -Revise writing with a partner or self-editing checklists -View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. -Identify defining characteristics of a variety of writing tasks -Utilize strategies to unpack a writing prompt -Write for a specific purpose and audience -Select an appropriate text structure or format for the task -Use language that is precise and powerful to create voice -Create a tone that is appropriate for one's audience
W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) -Produce written reflections -Explain stylistic choices made while writing
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	-Read required texts prior to discussions -Prepare for discussions -Use previous knowledge to expand discussions about a topic -Engage in conversations about grade-appropriate topics and texts -Participate in a variety of rich, structured conversations -Define and identify rules for discussions, including group and individual roles -Model appropriate behavior during discussions -Craft and respond to specific questions based on the topic or text, elaborating when necessary -Reflect on and paraphrase what was discussed - Summarize the ideas expressed
L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.	-Identify a variety of verb voices and moods in reading -Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing
L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
NOTE: Throughout the school year, students participate in word study and vocabulary activities designed to address the following standard: L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	
Technology Integration NJ: 2020 SLS: Computer Science & Design Thinking NJ: End of Grade 8	Interdisciplinary Connections <u>SOCIAL STUDIES:</u> In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of

8.1 Computer Science: Data & Analysis People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	view are addressed in a democratic society.
Career Readiness, Life Literacies, and Key Skills Goals (e.g., higher education, autos, homes, retirement), affect your finances. 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.	

Grade 8 Unit 2
CommonLit 360 Novel Unit: *Twelve Angry Men*
Literary Analysis Focus
CCL modifications highlighted in yellow

Essential Questions

What are the benefits and challenges of a jury system?
 Why is it important to examine multiple texts to understand themes and topics?

Instructional Best Practices

District Approach to Teaching Reading and Writing:

Focus lesson w/ Guided practice	40 minutes	• Direct, explicit minilesson on a specific skill or strategy with teacher modeling, including: ◦ Reading comprehension ◦ Writing technique ◦ Vocabulary ◦ Grammar • Guided practice with students reading the same complex text for multiple purposes or writing within a specific genre
Independent practice and small groups	23 minutes	• Independent reading of choice books with written responses • Independent writing • Small strategy groups based on data • Individual conferring

Recommended Texts
(Read aloud & close reading)

Twelve Angry Men by Reginald Rose
 (Drama)

Nonfiction:

- “Presumption of Innocence” by New York Courts (Informational)
- “What is Confirmation Bias?” by Shahram Heshmat (Informational)
- “False Memories and How They Form” by Kendra Cherry (Informational)

Supplemental Resources

- [Grade 8. Unit 2 Vocabulary](#)
- Supplemental Texts:
- “Gault Case Changed Juvenile Law” by Margot Adler
 - “The Scottsboro Boys” by Jessica McBirney
 - “Proof Beyond a Reasonable Doubt: What Does That Mean?” By Scott P. Brand
 - “God Sees The Truth, But Waits” by Leo Tolstoy
 - “Poem Resisting Arrest” by Kyle Dargan

Additional Writing Options:

- Analysis Essay [W.2, W.3]
- Persuasive Essay [W.1]
- Film Analysis [W.2, RL.7]

Modifications for Diverse Learners

Formative Assessments

Written responses
 Conferring notes
 Shorter literary analysis writing tasks
 Exit slips - paper or digital (ex: Schoology, Today'sMeet, Plickers, etc)

Summative, Benchmark, and Alternative Assessments

Mid-unit and/or EOU seminar
 True Crime Research Project
 Guest speaker if available OR trip to Monmouth County Courthouse
 CommonLit 360 Unit Skills Assessment
 Literary analysis essay
 Vocabulary quizzes
 Grammar and usage quiz

Primary Focus Standards	Critical Knowledge and Skills
RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Provide a statement of a theme or central idea of a fictional, based on textual evidence -Analyze the development of the theme or central idea over the course of the fictional text -Analyze how the theme or central idea relates to the characters, setting, and/or plot -Summarize the text objectively, capturing the main ideas
RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.	-Determine how specific events or dialogue significantly impact the development of a story -Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story -Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development -Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character -Explain why the author chose to include the dialogue or incidents -Analyze the impact of the dialogue or incidents on the reader -Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	-Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) -Provide an analysis of the impact of specific word choice on meaning and/or tone -Identify analogies and allusions -Analyze why the author chose to include specific word choice, including analogies or allusions -Analyze how specific word choice, including analogies and allusions, impacts the reader -Evaluate the effectiveness of the author's choice to use specific word choice
RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	-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 text -Explain how the author acknowledges and responds to counterarguments -Analyze how the author uses literary devices to develop effects such as suspense or humor -Analyze the impact of the author's point of view or purpose choices on the reader -Evaluate the effectiveness of the author's point of view or purpose choices
RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is	-Assess and reflect upon the similarities and differences between text and dramatic productions -Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation -Observe how closely details in the portrayal align with the details in the text that created their initial visual image -Analyze the reason behind omission and alterations -Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even

emphasized or absent in each work.	casting -Analyze why directors or actors stay faithful or depart from the text or script -Analyze the impact of the actor or director's choices on the viewer -Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script
RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Provide a statement of a central idea of an informational text, based on textual evidence -Analyze the development of the central idea over the course of informational text -Analyze how the central idea relates to the important details and facts -Summarize the text objectively, capturing the main ideas
W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	-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
W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	-Identify defining characteristics of a variety of writing task - 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 -Revise and edit intentionally to improve writing -Generate ideas to develop topic - Revise writing with a partner or self-editing checklists -View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.SE.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.	-Use technological resources to enhance writing -Use technology to broaden research base -Use evidence found online to support ideas - Give and receive feedback using technology -Seek out authentic publishing opportunities
W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using	- Identify evidence that supports claims in literary analysis -Incorporate textual evidence into written pieces - Logically connect evidence to claims in writing - Analyze author's use of style and structure -Identify and analyze allusions -Select direct and indirect quotations that relate to the topic as evidence

credible sources.	
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	-Read required texts prior to discussions -Prepare for discussions -Use previous knowledge to expand discussions about a topic -Engage in conversations about grade-appropriate topics and texts -Participate in a variety of rich, structured conversations -Define and identify rules for discussions, including group and individual roles -Model appropriate behavior during discussions -Craft and respond to specific questions based on the topic or text, elaborating when necessary -Reflect on and paraphrase what was discussed -Summarize the ideas expressed
L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.	-Identify a variety of verb voices and moods in reading -Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing
L.VI.8.4. 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. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	-Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases -Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word -Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech -Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses -Consult reference materials that are both printed and digital -Identify the relationship of words -Clarify words by using the relationship between them
NOTE: Throughout the school year, students participate in word study and vocabulary activities designed to address the following standard: L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	
Technology Integration NJ: 2020 SLS: Computer Science & Design Thinking NJ: End of Grade 8 8.1 Computer Science: Data & Analysis People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	Interdisciplinary Connections <u>SOCIAL STUDIES:</u> An individual's perspective is influenced by their background and experiences. 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Career Readiness, Life Literacies, and Key Skills

There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.

Grade 8 Unit 3
CommonLit 360: Debate & Research-based EOY Performance Task
Research-Based Argument Essay Writing Focus
CCL modifications highlighted in yellow

Essential Questions

What is the ideal school start time?
 How does an understanding of different points of view help the reader to comprehend informational text?
 How does an author support an argument?
 Why is credible and relevant evidence important to research and analysis?
 What are the key components of a quality presentation and how do they impact the effectiveness of the presentation?

Instructional Best Practices

District Approach to Teaching Reading and Writing:

Focus lesson w/ Guided practice	40 minutes	• Direct, explicit minilesson on a specific skill or strategy with teacher modeling, including: ◦ Reading comprehension ◦ Writing technique ◦ Vocabulary ◦ Grammar • Guided practice with students reading the same complex text for multiple purposes or writing within a specific genre
Independent practice and small groups	23 minutes	• Independent reading of choice books with written responses • Independent writing • Small strategy groups based on data • Individual conferring

Recommended Texts
(Read aloud & close reading)

Articles:

“Among teens, sleep deprivation an epidemic” by Ruthann Richter
 “Lack of sleep can turn teens into ‘zombies’” by Stephen Ornes
 “Study: Later School Start Would Benefit Economy” by Kealey Bultena
 “Fairfax, Montgomery officials to share experience delaying school start times” by Cindy Huang
 “Changing School Start Times Has Ripple Effects — And Those Ripples Could Sink Many Families” by Johannah Haney (Opinion)
 “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronni Newton

Supplemental Resources

- [Grade 8, Unit 3 Vocabulary](#)
- Supplemental Texts:
- “Should Your School Day Start Later” by Steph Smith
 - “Self-Care” by Set to Go
 - “The State Finally Letting Teens Sleep In” by Lisa L. Lewis
 - “Teenagers Who Don’t Get Enough Sleep at a Higher Risk for Mental Health Problems” by Tori Rodriguez
 - “In Three and a Half Hours, an Alarm Will Go Off” by Konrad U. and Che E.

[Modifications for Diverse Learners](#)

Formative Assessments

Writing responses
 Conferring notes
 Shorter argument and informational writing tasks
 Exit slips - paper or digital (ex: Schoology, TodayMeet, Plickers, etc)

Summative, Benchmark, and Alternative Assessments

North vs. South Debate
 CommonLit 360 Unit Skills Assessment
 Research-based EOY Performance Task

- [Option A](#)

	• Option B Vocabulary quizzes Grammar and usage quizzes
Primary Focus Standards	Critical Knowledge and Skills
RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	-Closely read the text -Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim -Identify and analyze author's purposeful use of language and literary devices -Make personal connections, make connections to other text, and/or global connections when relevant -Gather evidence from the text to support inferences or explicit meaning -Paraphrase and directly quote evidence from text -Correctly cite evidence -Use evidence from the text to make and check predictions when reading -Read and analyze a variety of informational texts -Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings -Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences -Refer to the text for support when analyzing and drawing inferences
RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Provide a statement of a central idea of an informational text, based on textual evidence -Analyze the development of the central idea over the course of informational text -Analyze how the central idea relates to the important details and facts -Summarize the text objectively, capturing the main ideas
RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.	-Use a note taking structure to track key individuals, events, and/or ideas in informational texts -Understand how different text structures present and link information -Reflect on how the writer's choice of structure relates to the overall central idea or purpose -Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events -Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events -Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events -Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader -Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	-Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) -Provide an analysis of the impact of specific word choice on meaning and/or tone -Identify analogies and allusions -Analyze why the author chose to include specific word choice, including analogies or allusions

	-Analyze how specific word choice, including analogies and allusions, impacts the reader -Evaluate the effectiveness of the author's choice to use specific word choice
RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.	-Compare and contrast the structure of two or more texts - Provide an analysis of how the differing structure of each text contributes to its meaning and style -Analyze why each author chose their particular structure to contribute to the meaning and style of the text -Analyze the impact that the structure choice has on the reader -Make a judgment about which text structure more effectively contributes to the meaning and style of the text
RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.	-Provide a statement of an author's point of view and author's purpose in a nonfiction text -Determine how one or more differences in the points of view can create bias in nonfiction text - Explain how the author acknowledges and responds to counterarguments -Analyze how the author uses literary devices to develop effects such as suspense or humor -Analyze the impact of the author's point of view or purpose choices on the reader -Evaluate the effectiveness of the author's point of view or purpose choices
RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.	-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
RI.AA.8.7. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	-Dissect the argument presented in a text -Determine how direct the link is between the speaker's overall topic to the evidence presented -Evaluate the soundness of the reasoning for an argument -Recognize when weak and/or irrelevant evidence is given for an argument - Recognize when misleading support is given for an argument -Evaluate the quality and sufficiency of the evidence given to support an argument
RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	-Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts -Analyze how details relate to the writer's overall message -Assess the credibility of the source of supporting details - Participate in seminars and debates, as well as reflections -Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation -Analyze the impact that discrepancies in fact and interpretation between authors has on the reader -Make a judgment about which author's presentation of the information was more credible and effective

W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	-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
W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	-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
W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	- Identify defining characteristics of a variety of writing tasks - Utilize strategies to unpack a writing prompt -Write for a specific purpose and audience -Select an appropriate text structure or format for the task -Use language that is precise and powerful to create voice -Create a tone that is appropriate for one's audience -Revise and edit intentionally to improve writing -Generate ideas to develop topic -Revise writing with a partner or self-editing checklists -View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.WR.8.5. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	-Explore inquiry topics through short research projects -Compose student-generated questions focused around areas of interest or content studies - Research and synthesize information from several sources -Develop research questions -Determine keywords or topics for each question -Conduct research and synthesize multiple sources of information -Compose follow-up research questions based on the initial search
W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	-Use search terms effectively -Write a clear thesis statement -Draw evidence from multiple texts to support thesis -Assess the credibility and accuracy of each source -Select direct and indirect quotations that relate to the topic as evidence -Follow MLA guidelines to cite direct and indirect quotations

	-Identify examples of plagiarism in writing -Avoid plagiarism in writing - Use technological resources to enhance writing -Use technology to broaden research base -Use evidence found online to support ideas -Give and receive feedback using technology -Seek out authentic publishing opportunities
W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	- Identify evidence that supports claims in literary analysis -Incorporate textual evidence into written pieces -Logically connect evidence to claims in writing -Analyze author's use of style and structure -Identify and analyze allusions -Select direct and indirect quotations that relate to the topic as evidence
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	-Read required texts prior to discussions -Prepare for discussions -Use previous knowledge to expand discussions about a topic -Engage in conversations about grade-appropriate topics and texts -Participate in a variety of rich, structured conversations - Define and identify rules for discussions, including group and individual roles -Model appropriate behavior during discussions -Craft and respond to specific questions based on the topic or text, elaborating when necessary -Reflect on and paraphrase what was discussed - Summarize the ideas expressed
SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	-Determine the purpose for presenting information in different media and formats -Interpret the presenter's purpose in conveying the information using particular media and formats -Analyze the impact that the use of particular media and formats has on the audience -Evaluate the effectiveness of the presenter's media and format choices
SL.ES.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.	-Determine the speaker's argument and claims -Evaluate whether the speaker's reasoning is rational and legitimate -Evaluate whether there is enough evidence to support the claims -Identify when extraneous information is presented
SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	-Present information using sound, detailed, and relevant evidence in a coherent manner -Use appropriate eye contact, adequate volume, and clear pronunciation
SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	-Incorporate multimedia and visual displays into presentations -Analyze the impact that these multimedia and visual displays will have on the reader
SL.AS.8.6. Adapt speech to a variety of contexts and	-Orally present information, using appropriate speech, in a variety of

tasks, demonstrating command of formal English when indicated or appropriate.	situations.
L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or Speaking. E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. G. Recognize spelling conventions.	-Apply common rules and patterns to spell words correctly
L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. C. 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).	-Identify verbs used in the active and passive voice and in the conditional and subjunctive mood -Select verbs in various moods to achieve an intentional effect
L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	-Understand and apply conversational, academic, and domain specific vocabulary Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
NOTE: Throughout the school year, students participate in word study and vocabulary activities designed to address the following standard: L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	
Technology Integration NJ: 2020 SLS: Computer Science & Design Thinking NJ: End of Grade 8 8.1 Computer Science: Data & Analysis People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	Interdisciplinary Connections <u>SOCIAL STUDIES:</u> Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions. 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
Career Readiness, Life Literacies, and Key Skills Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	

Grade 8 Unit 4
CommonLit 360 Unit: The Science of Branding
Research Paper Writing Focus
CCL modifications highlighted in yellow

Essential Questions

How do brands use different tactics to influence our purchasing behavior?
 How can we make branding tactics and messaging more visible to potential consumers?

Instructional Best Practices

District Approach to Teaching Reading and Writing:

Focus lesson w/ Guided practice	40 minutes	• Direct, explicit minilesson on a specific skill or strategy with teacher modeling, including: ◦ Reading comprehension ◦ Writing technique ◦ Vocabulary ◦ Grammar • Guided practice with students reading the same complex text for multiple purposes or writing within a specific genre
Independent practice and small groups	23 minutes	• Independent reading of choice books with written responses • Independent writing • Small strategy groups based on data • Individual conferring

Recommended Texts
(Read aloud & close reading)

“The Star Beast” by Nicholas Stuart Gray (Short Story)
 • “What is Othering?” by Kendra Cherry (Nonfiction)
 • “McCarthy, Communists, and ‘Enemies from Within’” by Adrienne Favors (Nonfiction)
 • “A Short Note to My Very Critical and Well-Beloved Friends and Comrades” by June Jordan (Poem) • “The Neighbor’s Wife” by Susan Palwick (Poem)
 • “Hamadi” by Naomi Shihab Nye (Short Story)

Supplemental Resources

Supplemental Texts:

- Hidden Tricks Advertisers Use to Sell You Stuff by Liz Stinson
- Why Good Advertising Works (Even When You Think It Doesn't) by Nigel Hollis
- The Manipulation of the American Mind: Edward Bernays and the Birth of Public Relations by Richard Gundersman
- How the "Daisy" Ad Changed Everything About Political Advertising by Robert Mann
- Here's What Happens When You 'Like' a Brand on Facebook by Alisha Horky & Mark J. Pelletier
- Reality check: life behind Insta-glam image of 'influencers' by Suzanne Bearne

[Modifications for Diverse Learners](#)

Formative Assessments

Written responses
 Conferring notes
 Short writing tasks
 Exit slips - paper or digital (ex: Schoology, Today'sMeet, Plickers, etc)

Summative, Benchmark, and Alternative Assessments

CommonLit 360 Unit Skills Assessment (optional)
 Literary analysis essay (optional)
 Vocabulary quizzes
 Grammar & usage quiz
 Book club presentations
 STAR Reading Assessment

Primary Focus Standards

Critical Knowledge and Skills

RL.CI.8.2. Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	-Provide a statement of a theme or central idea of a fictional, based on textual evidence -Analyze the development of the theme or central idea over the course of the fictional text -Analyze how the theme or central idea relates to the characters, setting, and/or plot -Summarize the text objectively, capturing the main ideas
RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.	-Determine how specific events or dialogue significantly impact the development of a story -Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story -Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development -Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character -Explain why the author chose to include the dialogue or incidents -Analyze the impact of the dialogue or incidents on the reader -Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision
L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	-Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) -Provide an analysis of the impact of specific word choice on meaning and/or tone -Identify analogies and allusions -Analyze why the author chose to include specific word choice, including analogies or allusions -Analyze how specific word choice, including analogies and allusions, impacts the reader -Evaluate the effectiveness of the author's choice to use specific word choice
RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.	- Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept - Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept - Analyze why the author chose a particular structure - Analyze the impact that the structure choice has on the reader - Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).	-Provide a statement of an author's point of view and author's purpose in a fiction text -Determine how one or more differences in the points of view can create bias in fiction text -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
RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections	-Use a note taking structure to track key individuals, events, and/or ideas in informational texts

(including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.	-Understand how different text structures present and link information -Reflect on how the writer's choice of structure relates to the overall central idea or purpose -Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events -Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events -Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events -Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader -Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	-Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) -Provide an analysis of the impact of specific word choice on meaning and/or tone -Identify analogies and allusions -Analyze why the author chose to include specific word choice, including analogies or allusions -Analyze how specific word choice, including analogies and allusions, impacts the reader -Evaluate the effectiveness of the author's choice to use specific word choice
W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.	-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
W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	-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 -Identify defining characteristics of a variety of writing tasks -Utilize strategies to unpack a writing prompt -Write for a specific purpose and audience -Select an appropriate text structure or format for the task

	-Use language that is precise and powerful to create voice -Create a tone that is appropriate for one's audience
W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.	-Revise and edit intentionally to improve writing -Generate ideas to develop topic -Revise writing with a partner or self-editing checklists -View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) -Produce written reflections -Explain stylistic choices made while writing
SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	-Read required texts prior to discussions -Prepare for discussions -Use previous knowledge to expand discussions about a topic -Engage in conversations about grade-appropriate topics and texts -Participate in a variety of rich, structured conversations -Define and identify rules for discussions, including group and individual roles -Model appropriate behavior during discussions -Craft and respond to specific questions based on the topic or text, elaborating when necessary -Reflect on and paraphrase what was discussed -Summarize the ideas expressed
L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	-Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
NOTE: Throughout the school year, students participate in word study and vocabulary activities designed to address the following standard: L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.	
Technology Integration NJ: 2020 SLS: Computer Science & Design Thinking NJ: End of Grade 8 8.1 Computer Science: Data & Analysis People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which	Interdisciplinary Connections <u>SOCIAL STUDIES:</u> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.	
Career Readiness, Life Literacies, and Key Skills Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

Universal Design for Learning principles may be applied to reduce barriers and maximize learning opportunities for all learners. Application of these principles offers learners multiple means of engagement, representation, action and expression:

[UDL Framework for Lesson Design - Planning Template](#)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.
- Use the [WIDA Can Do Descriptors](#) to help guide planning
- Use the [Supports for English Language Learners Visual Planning Tool](#)

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, Alternates and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, Alternates and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Instructional resources and materials that accurately portray the contributions of persons with disabilities and LGBTQ people

[LGBTQ-Inclusive Lessons and Resources for ELA](#)

The specific focus of these age and content appropriate lessons and resources is to prompt educators to identify in which ways or with which content they intend to address gender identity, sexual orientation, LGBTQ inclusion or lenses and aid in scripting these topics as some are seen or considered to be challenging topics.