

8th Grade English Language Arts

Joseph R. Bolger Middle School

5 Credits

Full Year

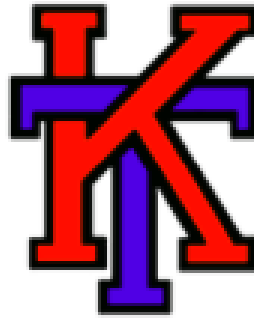


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Statement of Purpose

The Keansburg School District middle school literacy program provides a balanced instructional approach which includes study of authentic and rich literature, and experience and practice in effective writing traits within a workshop approach. Students will read a wide variety of genres: narratives, dramas, poetry, and informational text.

Summary of the Course

The course of study is designed to allow students to work and learn through the workshop model utilizing a balanced literacy approach.

The schedule for a 60 minute block of literary; days alternate with focused reading and writing days.

The reading focus consists of the mini-lesson (no longer than 10 minutes), followed by core novels or book clubs. The writing focus consists of the mini lesson (no longer than 10 minutes) and independent writing with a specific genre of writing. The remainder of minutes consists of CommonLit, IXL, independent reading, response to reading, and other independent activities.

Monday	Tuesday	Wednesday	Thursday	Friday
40 minutes reading 20 minutes centers	40 minutes writing 20 minutes centers	40 minutes reading 20 minutes centers	40 minutes writing 20 minutes centers	30 minutes reading 30 minutes writing

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments are encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned, should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in terms that are relevant to them.

- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.
 - Narrative- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
 - Information- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
 - Persuasive/Argumentative- multiple pieces throughout the unit. One published piece & one On-Demand input in LinkIt
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

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Pacing Guide

Unit	<u>Timeframe</u>	<u>Title of Unit</u>
	# of Blocks/Weeks	
1	7 weeks	Sharing My Story: Reading and Writing Memoirs
2	7 weeks	Literary Analysis: Theme and Craft
3	6-9 weeks	The Art of Argument
4	6 weeks	Investigative Journalism
5	2 weeks	Test Preparation
6	5 weeks	Impact Poetry

(*Please try to keep to the format, however it can be revised based on subject/ grade level. For example, # of blocks can be used in place of target start date and end date).

Unit 1: Sharing My Story: Reading and Writing Memoirs

Summary of the Unit:

Students will launch into reading and writing workshop through stories. By studying the memoirs of influential people, students will explore the theme of identity and learn that we all have our own important stories to share.

In reading workshop, students will read memoirs through mentor texts and book clubs. They will review elements of fiction (setting, characters, plot, theme, conflict) as they jump back into the reading workshop routine and work to raise the level of literary analysis in their reader's notebook.

In writing workshop, students will collect entries and freewriting in their notebooks as they work toward developing a seed idea. They will learn that memoirists balance narrative and expository skills by writing both large and small about a topic. That is, students will learn to move between re-living small moments from their lives and writing to capture those experiences on the page and stepping back to analyze the themes and lessons those moments convey.

Essential Questions: What kinds of events and influences can cause identity to shift?
What makes sharing my stories valuable to others?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Summative Assessments](#)
 - [Published Writing](#)
 - Two published memoirs
 - [On Demand Writing](#)
 - One on demand narrative
 - LinkIt Benchmark Assessments
 - Common Lit Assessments
- [Alternative Assessments](#)
 - [Book Club Discussion Reflection](#)
 - [Book Project Rubric](#)
- [Formative Assessments](#)
- Student Conferences

- [Notebooks](#)
- IXL
- Anecdotal Records
- Progress Monitoring

Instructional Materials:

- Notebooks
- Short Memoirs:
 - [“The Jacket” from *Fist, Stick, Knife, Gun* by Geoffrey Canada](#)
 - [“Fish Cheeks” by Amy Tan](#)
 - [“Superman and Me” by Sherman Alexie](#)
- Book Club Options:
 - [A Child Called It](#) by David Pelzer
 - [Brown Girl Dreaming](#) by Jacqueline Woodson
 - [I Am Malala](#) (young reader’s edition) by Malala Yousafzai and Patricia McCormick
 - [Free Lunch](#), by Rex Ogle
 - [Yellow Star](#) by Jennifer Roy
 - [Night](#) by Elie Weisel (*accelerated class*)
- CommonLit Texts: “In My Mom’s Shoes” by Kat Chow and “Hello, My Name is ____” by Jason Kim
- [Teacher’s College Maintaining an Independent Reading Life](#)
- [Memoir Reading Unit: Engaging Nonfiction](#)
- If...Then...Curriculum: Assessment-Based Instruction
- [Speed Dating](#)
- [Reading Notebook Entry Options](#)
- [Memoir Anchor Charts](#)
- [Author’s Craft Handout](#)
- [Book Club Resources](#)
- [Book Project Choice Board](#)
- [Creative Project Assessment Rubric](#)
- [8th Grade Transitions](#)
- [New Jersey Student Learning Standards- NJSL](#)
- [Units of Study Middle School Writing](#)
- [Units of Study Middle School Reading](#)

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- [Units of Study Resources](#) (use registration code and select My Online resources for grade level)
- [Reading Strategies Book & Writing Strategies Book by Jennifer Serravallo](#)
- [TC Advancing Literacy Video Library](#)
- [CommonLit Crosswalks](#)
- [IXL](#)
- [IXL Skill Plans](#)

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading Launch and Reboot Reader's Workshop	Week 1	SWBAT: <ul style="list-style-type: none"> • Understand that readers have many different reasons to read, and those reasons are different for everyone. • Learn that readers make plans for their future reading - they have physical and virtual stacks of books to read, and they constantly curate those stacks. • Realize that readers remember the books they've read, figuring out techniques that will help them keep track of their reading that make sense for them personally. • Grasp that readers push themselves to read with stamina, knowing that the way to become better at reading -- or anything else -- is to set goals and practice a lot. 	Refer to link for Instructional Activities: Maintaining an Independent Reading Life Mini-lessons: <ul style="list-style-type: none"> • Book Talks • Anchor Chart - Reading Reasons • Turn and Talk • Speed Dating (focus on memoirs in different formats - prose, verse, graphic novels) • Book Tasting • Tracking Goals • Monitoring Progress • Reading Logs • Annotating • Post-it Reading: <ul style="list-style-type: none"> • Shared reading of memoir mentor texts ("The Jacket," "Fish Cheeks," and "Superman and Me") while practicing reading workshop routines. Independent Work/Centers: <ul style="list-style-type: none"> • Set up workshop materials (notebooks, folders) and practice reading workshop routines independently and with reading partners. Share:	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. 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. 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. RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text

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			<ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share book selections, post-its, record keeping system, or other elements of the workshop routine. 	<p>contributes to its meaning, tone and style.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Writing: 1st Memoir</p> <p>Drawing on Known Strategies to Collect and Develop Small-Moment Story Ideas</p> <p>Writing to Find Depth in Already Uncovered Ideas: Exploring the Unknown in the known</p> <p>Using Mentors to Inspire Stories Worth Telling</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Grasp that writers often begin by writing lots and lots of anecdotes - Small Moment Stories - that capture the tensions in their lives, that show pivotal points and life themes. Look back at their writing to discover patterns or themes in their writing in order to create more depth with their own writing. Analyze mentor texts in order to determine an author's voice 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-lesson</p> <ul style="list-style-type: none"> Model your own lists and have students create small moments lists (first times, last times, important people, places, things, issues) (p. 47). Model looking over your own lists/writing and think aloud about emerging themes/patterns (p. 47). Reread memoir mentor texts to closely read for important issues or topics and to "hear" the author's voice (p. 48). <p>Independent Writing</p> <ul style="list-style-type: none"> Students independently write lists and quick writes about their small moment stories that will grow into memoirs. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on memoir structure through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with pre- Words with re- Words with sub- Words with mis- Words with un-, dis-, in-, im-, and non- Identify the author's purpose Organize information by topic Identify the narrative point of view Match problems with their solutions Identify text structures Read graphic organizers <p>Share</p>	

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			<ul style="list-style-type: none"> • Partner share or share specific examples of student lists and quick writes. • Ask a student to demonstrate how they incorporated voice in their own writing. 	
<p>Reading</p> <p>Investigating Memoir: Qualities of a Memoir and Author's Purpose</p> <p>Introduction to Book Clubs</p> <p>Raise the Level of Literary Analysis in Notebook Entries.</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Grasp the concept of writing and talking about books and how they can effectively do this through partnerships and conferences. • Describe the qualities of a memoir and compare and contrast memoir to other types of fiction. • Cite evidence to determine the author's purpose in a memoir. • Write literary analysis of memoirs. • Use information from book talks, summaries, and reviews to make an informed choice about their book club. 	<p>Refer to links for Instructional Activities: Maintaining an Independent Reading Life Memoir Reading Unit: Engaging Nonfiction</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Model how to raise the level of literary analysis notebook entries through mentor entries, rubric analysis, shared writing, conferences and partner work. • Define memoir and think aloud where readers will see elements of memoir (facts, 1st person POV, small moments, realistic dialogue, thoughts, and feelings) in the memoir mentor texts. • Readers of memoir focus on the author's ideas, opinions, issues and themes. What message is the author trying to get across? • Present a book talk (teacher-created, video, book summary, online critique, etc.) for each memoir book club option. Students choose their top 3 books and top 3 group members for their book club. <p>Reading:</p> <ul style="list-style-type: none"> • Shared reading of memoir mentor texts ("The Jacket," "Fish Cheeks," and "Superman and Me") while practicing memoir reading skills. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • Work on elements of memoir and literary analysis with notebook entries, independent reading, IXL Skills, Common Lit, and other independent activities • IXL Skills <ul style="list-style-type: none"> ○ Words with pre- ○ Words with re- ○ Words with sub- ○ Words with mis- 	<p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

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			<ul style="list-style-type: none"> Words with un-, dis-, in-, im-, and non- Identify the author's purpose Organize information by topic Identify the narrative point of view Match problems with their solutions Identify text structures Read graphic organizers <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share elements of memoir, author's ideas, and book club selections. 	<p>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.</p> <p>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.</p>
<p>Writing: 1st Memoir</p> <p>Drawing on the Qualities of Good Writing to Write - and Revise - Shapely Memoir</p> <p>Focusing a Story on You, Not the Events</p> <p>Using Mentor Texts to Adjust Structure</p> <p>Flash-Drafting</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Focus a memoir not on events but on themselves. Use mentor texts to adjust structure. Flash-Draft a memoir 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Introduce Performance Pathways Narrative Rubric and highlight how inner thinking contributes to elaboration expectations. Model revision in your own writing to demonstrate your internal thinking (p. 49-50). Introduce Performance Pathways Narrative Rubric and highlight how structure contributes to organization expectations. Show students that memoirists structure their texts in a variety of ways (ex. Narrative vs. Essay). Extend the teaching suggesting that a memoirist needs to ask questions like: Will there be clearly stated ideas? Will the story suggest a theme? Will there be two stories held together by a reflection? (p. 50). Students review their plan from yesterday, select a topic, and draft a memoir (p. 51). <p>Independent Writing</p> <ul style="list-style-type: none"> Students add internal thinking and detail to their own writing 	<p>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.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific</p>

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			<ul style="list-style-type: none"> Students will study mentor texts and annotate what they notice about structure. Students will make a plan for their memoir (timeline, storyboard, etc.) <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on internal thinking and memoir structure through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with pre- Words with re- Words with sub- Words with mis- Words with un-, dis-, in-, im-, and non- Identify the author's purpose Organize information by topic Identify the narrative point of view Match problems with their solutions Identify text structures Read graphic organizers <p>Share</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share inner thinking, memoir structure, and a piece of students' flash drafts. 	<p>goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>
<p>Reading</p> <p>Investigating Memoir: Influence of Others and Response to Conflict</p> <p>Plan and Hold Each Other Accountable in Memoir Book Clubs</p> <p>Raise the Level of Literary Analysis in Notebook Entries.</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Create a reading plan for their book club memoir. Write literary analysis of memoirs. Show how the influence of others impacts the author of a memoir. Identify conflict and make inferences about the author based on how they choose to handle the conflict. 	<p>Refer to links for Instructional Activities: Maintaining an Independent Reading Life Memoir Reading Unit: Engaging Nonfiction</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Members of a book club have the added responsibility of being accountable to the other members of their club. Each book club will create a reading calendar that has them finished with their memoir in two weeks, and sets deadlines for two book club discussions. 	<p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative,</p>

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			<ul style="list-style-type: none"> Model how to raise the level of literary analysis notebook entries through mentor entries, rubric analysis, shared writing, conferences and partner work. Readers of memoir notice how the author is influenced by other people in their lives. They pay attention to how the author makes decisions based on the influence or advice of others. Readers of memoir collect evidence to demonstrate how the author handles conflict. <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of memoir mentor texts ("The Jacket," "Fish Cheeks," and "Superman and Me") while practicing memoir reading skills. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on elements of memoir and literary analysis with literary analysis notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with pre- Words with re- Words with sub- Words with mis- Words with un-, dis-, in-, im-, and non- Identify the author's purpose Organize information by topic Identify the narrative point of view Match problems with their solutions Identify text structures Read graphic organizers <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share ideas collected for the first book club discussion (focus on 	<p>imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</p> <p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the</p>
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			elements of memoir, author's message, influence of others, and how the author responds to conflict).	actor or the action; expressing uncertainty or describing a state contrary to fact).
<p>Writing: 1st Memoir</p> <p>Revising for Structure on the Run</p> <p>Setting Goals for Revision Using Checklists and Partners</p> <p>Editing</p>	Week 3	<p>SWBAT:</p> <ul style="list-style-type: none"> Revise yesterday's flash draft for structure, paying particular attention to the lead and ending. Analyze and utilize the Narrative Writing Checklist to improve their writing. Reread and edit their flash draft. 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Model re-reading the introduction by asking yourself important questions: Did I create a context and point of view for my reader? Have I introduced a narrator and/or character? Highlight Lead section of Performance Pathways Narrative Rubric (p. 51-52). Model re-reading the conclusion by asking yourself important questions: Have I reflected on the experiences and events? Highlight Ending section of Performance Pathways Narrative Rubric (p. 51-52). Model how to provide, receive, and accept feedback from your partner (p. 52-53). Select an editing strategy to teach to your class based on their needs (create a editing chart for students to refer to). Highlight the punctuation and sentence structure section of the Performance Pathways Narrative Rubric (p. 53-54). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will revise their leads. Students will revise their endings. Students will edit their memoirs. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on leads, endings, and editing through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with pre- Words with re- Words with sub- Words with mis- 	

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			<ul style="list-style-type: none"> Words with un-, dis-, in-, im-, and non- Identify the author's purpose Organize information by topic Identify the narrative point of view Match problems with their solutions Identify text structures Read graphic organizers <p>Share</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share leads, endings, and successful editing moves. 	
<p>Reading</p> <p>Investigating Memoir: Close Reading and Author's Purpose (persuade, inform, entertain)</p> <p>Discuss Memoir in the First Book Club Discussion</p> <p>Raise the Level of Literary Analysis in Notebook Entries.</p>	Week 4	<p>SWBAT:</p> <ul style="list-style-type: none"> Write literary analysis of memoirs. Read closely to analyze how a small chunk of text contributes to the whole. Cite text evidence to show how memoirists persuade, inform, and entertain within their memoir. Participate in a fishbowl book club discussion. Contribute to a meaningful book club discussion that analyzes and critiques memoir. Reflect upon a book club discussion. 	<p>Refer to links for Instructional Activities:</p> <p>Maintaining an Independent Reading Life</p> <p>Memoir Reading Unit: Engaging Nonfiction</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Authors do everything on purpose. Readers of memoirs analyze titles, first lines, last lines, etc. and determine why the author included them. Memoirists persuade, inform, and entertain in their writing. Readers of memoir find places in the text where the author writes for all three of these purposes. Students learn how to participate in a meaningful book club discussion by observing the book club procedures in a fishbowl (Inner circle: the teacher guides four volunteers through a discussion on a shared memoir mentor text; Outer circle: makes observations on post-its). <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of memoir mentor texts ("The Jacket," "Fish Cheeks," and "Superman and Me") while practicing memoir reading skills. 	

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			<p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • Work on elements of memoir and literary analysis with literary analysis notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. • IXL Skills <ul style="list-style-type: none"> ◦ Words with -ful ◦ Words with -less ◦ Words with -able and -ible ◦ Choose evidence to support a claim ◦ Determine the themes of short stories ◦ Create varied sentences based on models ◦ Analyze short stories • First book club discussion <p>Share:</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share ideas collected for the first book club discussion (focus on close readings of quotes and author's purpose). • First book club discussion reflection 	
<p>Writing: 2nd Memoir</p> <p>Writing a Second Memoir, with a Focus on Bringing Out Meaning</p> <p>Beginning a Second Memoir</p> <p>Tinkering with Structure</p> <p>Elaborating to Bring Out the Most Important Part of a Memoir</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Create a draft for their second memoir. • Collaborate with their peers to revise their second memoir draft. • Improve their piece by adding repetition and figurative language where appropriate. 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Model going back to the notebook, choosing a topic, and beginning a new draft (p. 54). • Highlight the transitions section of the Performance Pathways Narrative Rubric. Model and think aloud while examining a draft for places to revise (p. 55). • Refer to the Author's Craft handout. Demonstrate adding author's craft moves such as repetition and simile or metaphor where applicable. Highlight the elaboration and craft sections of the Performance Pathways Narrative Rubric. <p>Independent Writing</p>	

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			<ul style="list-style-type: none"> Students write a first draft that does not need to be perfect. Writers confer with individuals or small groups to revise. Students add author's craft techniques to lift the level of their writing. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on transitions and author's craft through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with -ful Words with -less Words with -able and -ible Choose evidence to support a claim Determine the themes of short stories Create varied sentences based on models Analyze short stories <p>Share</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share second memoir ideas, effective transitions, and effective author's craft techniques. 	
<p>Reading</p> <p>Investigating Memoir: Summarizing Through Timelines and Main Idea v. Theme</p> <p>Discuss Memoir in the Final Book Club Discussion</p> <p>Raise the Level of Literary Analysis in Notebook Entries.</p>	Week 5	<p>SWBAT:</p> <ul style="list-style-type: none"> Write literary analysis of memoirs. Summarize important events in a memoir. Differentiate between main idea and theme in a memoir. Contribute to a meaningful book club discussion that analyzes and critiques memoir. Reflect upon a book club discussion. 	<p>Refer to links for Instructional Activities: Maintaining an Independent Reading Life Memoir Reading Unit: Engaging Nonfiction</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Readers of memoir raise the level of their thinking from listing plot events in order to highlighting the most formative events in the author's life, and how those events led to other events. Since memoir is nonfiction, readers determine the main idea as well as the theme. <p>Reading:</p>	

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			<ul style="list-style-type: none"> Shared reading of memoir mentor texts (“The Jacket,” “Fish Cheeks,” and “Superman and Me”) while practicing memoir reading skills. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on elements of memoir and literary analysis with literary analysis notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with -ful Words with -less Words with -able and -ible Choose evidence to support a claim Determine the themes of short stories Create varied sentences based on models Analyze short stories Final book club discussion <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share ideas collected for the first book club discussion (focus on a timeline of major plot events and evolving thinking from main idea to theme). Final book club discussion reflection 	
<p>Writing: 2nd Memoir</p> <p>Experimenting with Structure to Evoke Meaning</p> <p>Creating a Blend of Dialogue, Thinking and Action to Revise for Meaning</p> <p>Revising Endings with Help from Mentor Texts</p>	<p>Week 5</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Grasp and attempt different text structures. Incorporate dialogue, inner thinking, and small actions into their piece in order to create emotion. Analyze mentor texts to learn new ways to end their memoirs. 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Model a journey structure starting with an anecdote with an emotional journey, and a circle structure with a repeated image, scene, or line (p. 56). Model how to incorporate dialogue, inner thinking, and small actions into a draft in order to create emotion. 	

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			<ul style="list-style-type: none"> Teach strategies for endings by looking at mentor texts including reflection, cliffhanger, theme. <p>Independent Writing</p> <ul style="list-style-type: none"> Students will try a different structure to their memoir. Students will find a place in their memoir to add dialogue, inner thinking, and/or small actions in order to create emotion. Students will revise their endings. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on structure, dialogue, inner thinking, and endings through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Words with -ful Words with -less Words with -able and -ible Choose evidence to support a claim Determine the themes of short stories Create varied sentences based on models Analyze short stories <p>Share</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share structure, dialogue, inner thinking, and endings. 	
<p>Speaking and Listening</p> <p>Memoir Book Club Presentations</p>	<p>Week 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Demonstrate their deep understanding of memoir through a book project choice board. 	<p>Mini-lessons:</p> <ul style="list-style-type: none"> Teach the book project choice board options (tableau, soundtrack, one-pager, and talk show) by discussing the directions and examining mentor examples, templates, and the rubric. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Book clubs work collaboratively on their book projects. 	

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			<ul style="list-style-type: none"> • IXL Skills <ul style="list-style-type: none"> ○ Use Greek and Latin roots as clues to the meanings of words ○ Use words as clues to the meanings of Greek and Latin roots ○ Interpret figures of speech ○ Classify figures of speech ○ Identify dependent and independent clauses ○ Is it a phrase or a clause? ○ Are the modifiers used correctly <p>Share:</p> <ul style="list-style-type: none"> • Book project presentations 	
<p>Writing: On-Demand</p> <p>On-Demand Narrative Writing Assessment</p>	Week 6	<p>SWBAT:</p> <ul style="list-style-type: none"> • Use all that they know about narrative writing to write not just well, but also quickly and with flexibility. 	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Remind students of all the tools they have to compose a narrative. <p>Independent Writing</p> <ul style="list-style-type: none"> • Day 1: students go through their notebook and select a topic for their on-demand. Students then choose a method to plan their narrative (ex: timeline, storyboard). • Day 2: Students write an on-demand narrative in 60 minutes. <p>Share:</p> <ul style="list-style-type: none"> • The teacher will highlight excerpts from several students' on-demand narratives that meet or exceed expectations on the Performance Pathways Narrative Rubric. 	
<p>Speaking and Listening</p> <p>Six Word Memoir</p> <p>Coffee House Celebration</p>	Week 7	<p>SWBAT:</p> <ul style="list-style-type: none"> • Boil down their memoir to the six most important words that convey its theme. • Celebrate all the work they have accomplished throughout the memoir unit. 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> • Discuss Ernest Hemmingway's 6 word memoir - imagine the memory that evoked those powerful words. <p>Independent Writing</p> <ul style="list-style-type: none"> • Students use Google Slides to create their own 6 word memoir based on their first memoir. Google slide must include 6 words 	

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		<ul style="list-style-type: none"> Show off everything they know about narrative writing in a timed setting. 	<p>and an image that enhances the message and theme.</p> <ul style="list-style-type: none"> Students will respond to the On-Demand Narrative Writing Prompt. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Jigsaw 6 word memoirs (Suggested text: <i>I Can't Keep My Own Secrets</i>). Students work in groups to interpret the message and imagine the memory that evoked those six words. Groups present their findings. Students decide on and practice what they will present at the coffee house celebration (read aloud a section of their memoir, create an audiovisual piece to convey the message of the memoir, etc.) IXL Skills <ul style="list-style-type: none"> Use Greek and Latin roots as clues to the meanings of words Use words as clues to the meanings of Greek and Latin roots Interpret figures of speech Classify figures of speech Identify dependent and independent clauses Is it a phrase or a clause? Are the modifiers used correctly <p>Share</p> <ul style="list-style-type: none"> Six word memoir gallery walk Coffee house celebration - present 6 word memoirs on a slide show, and students have the option to present a piece of their memoir by reading aloud, or creating an audiovisual piece to convey the message of the memoir. 	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)

- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Interdisciplinary Standards:

Social Studies:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Comprehensive Health & Physical Education:

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

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A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Unit 2: Literary Analysis: Theme and Craft

Summary of the Unit: This unit will pull readers forward into a more engaged, expert, and dedicated reading life. It aims to position reading as a way to vicariously experience the varied ways people work through tough issues like death, grief, discrimination, forgiveness, and acceptance. As students read and respond to literature, they will learn to become more independent with their literary analysis. They will hone the essay-writing skills they have acquired across their elementary and middle school years, while learning new, high leverage strategies that will help them meet and exceed the expectations of high school communities.

Essential Questions: How do people lean on family, friends, and community to overcome adversity?
How do we protect and preserve our mental health?
How can we use literature to vicariously practice for tough issues we may face in our lives?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Summative Assessments](#)
 - [Published Writing](#)
 - One published author's craft essay
 - One published comparative essay
 - [On Demand Writing](#)
 - On demand essay
 - LinkIt Benchmark Assessments
 - Common Lit Assessments
- [Alternative Assessments](#)
 - Graphic Essay Presentation
 - [Creative Project Assessment Rubric](#)
- [Formative Assessments](#)
 - Student Conferences
 - [Notebooks](#)/Response Journal
 - IXL
 - Anecdotal Records
 - Progress Monitoring

Instructional Materials:

- Notebooks

- [Characterization and Author's Craft Unit](#)
- Reader's Theater: *Tears of a Tiger* by Sharon Draper
- Optional Book Club Suggestions and Continued Reading:
 - *The Absolutely True Diary of a Part Time Indian*, by Sherman Alexie
 - *I Am Not Your Perfect Mexican Daughter*, by Erika Sanchez
 - *If I Stay*, by Gayle Forman
 - *Refugee*, by Alan Gratz
 - *House Arrest*, by K.A. Holt
 - *Long Way Down*, by Jason Reynolds
 - *The Symptoms of Being Human*, by Jeff Garvin
 - *El Deafo*, by Cece Bell
 - *Flowers for Algernon*, by Daniel Keyes (accelerated)
 - *The Book Thief*, by Markus Zusak (accelerated)
 - *Forged by Fire*, by Sharon Draper
 - *Darkness Before Dawn*, by Sharon Draper
- [Tears of a Tiger Speaking Parts](#)
- [Tears of a Tiger Reading Guide](#)
- [Sample Theme Maps](#)
- The Literary Essay: Analyzing Craft and Theme
- [8th Grade Argumentative Rubric](#)
- [Author's Craft Handout](#)
- [8th Grade Transition Words](#)
- [Tophat Graphic Organizer](#)
- [Introduction ABCs Anchor Chart](#)
- [Lasting Conclusions](#)
- [Creative Project Assessment Rubric](#)
- [New Jersey Student Learning Standards- NJSLs](#)
- [Units of Study Middle School Writing](#)
- [Units of Study Middle School Reading](#)
- [Units of Study Resources](#) (use registration code and select My Online resources for grade level)
- [Reading Strategies Book & Writing Strategies Book by Jennifer Serravallo](#)
- [TC Advancing Literacy Video Library](#)
- [CommonLit Crosswalks](#)

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- [IXL](#)
- [IXL Skill Plans](#)

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>Readers Pay attention to Reading Response</p> <p>Readers Distinguish Between Their Own Perspectives and That of the Characters</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Develop a theme map of anticipated themes in a text. ● Attend to transactional reading, which is an emotional response to the text. ● Realize that their own perspective and the main character can be similar or different. 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> ● Set up procedures for keeping a response journal in the reader's notebook. ● Introduce <i>Tears of a Tiger</i> by reading the first chapter and model how to create a theme map by brainstorming anticipated themes in the novel. ● Think aloud for response journal: What's stirring me up here? What is it in this part of the text that is shaking up my perspective, my view of the world? ● Think aloud for response journal: How would I behave in this situation? How would I feel? How is that similar or different than the character? <p>Reading:</p> <ul style="list-style-type: none"> ● Read aloud the chapter "Crash, Fire, Pain" in <i>Tears of a Tiger</i> (p. 1-2) and create theme map. ● Reader's Theater of <i>Tears of a Tiger</i> p. 3-17 while paying attention to excerpts that fit with or add to the theme map, emotional responses and differing perspectives. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Students create theme maps for their independent reading or book club books. ● Students write response journal entries in response to the unit essential questions and the day's reading of <i>Tears of a Tiger</i>. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors) when presenting</p>

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			<ul style="list-style-type: none"> Work on theme, core novel vocabulary, transactional reading, and perspective with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Use the correct homophone Which definition matches the sentence? Which sentence matches the definition? Identify the narrative point of view Compare passages for tone Compare two texts with different genres Choose evidence to support a claim Identify supporting details in literary texts Organize information by topic Choose the topic sentence that best captures the main idea Match causes and effects in informational texts Interpret the meaning of an allusion from its source <p>Share:</p> <ul style="list-style-type: none"> Have readers share excerpts of their response journal entries focusing on the theme map, emotional responses and perspective. 	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among</p>
<p>Writing: Author's Craft Essay</p> <p>Reading Closely to Develop Themes</p> <p>Fine-Tuning Themes by Studying Author's Craft</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Look closely at a text to further develop their understanding of the text's themes, and then use writing to discover what the whole text is saying about those ideas. Pay attention to the details of the plot and character development as well as the author's crafting decisions, reflecting on the connection 	<p>Refer to <i>The Literary Essay: Analyzing Craft and Theme</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students that literary essayists dig deep into the texts they are writing about, reading critical scenes closely to look for nuance and detail, and then use writing to say what they think the text is really saying. Model and practice with critical scenes from <i>Tears of a Tiger</i> (p. 15-19). Reread critical scenes from <i>Tears of a Tiger</i> and think aloud how you notice the craft 	

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		<p>between the author's message and his or her craft.</p>	<p>moves an author has made and reflect on its purpose (p. 27-29).</p> <p>Independent Writing</p> <ul style="list-style-type: none"> Students choose critical scenes from their independent reading or book club books to read closely. Students write entries on these scenes using thought prompts from p. 19 to push their thinking (p. 20). Students revisit critical scenes from their independent reading or book club books to look for craft moves the author has made. Students write entries on these craft moves using thought prompts from p. 19 to push their thinking (p. 30). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on theme and author's craft techniques with independent reading, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Correct capitalization errors Capitalizing titles Formatting titles Formatting and capitalizing titles: review Formatting street addresses Formatting quotations and dialogue Match the quotations with their themes Transitions with conjunctive adverbs Determine the themes of short stories Identify supporting details in literary texts Identify thesis statements Trace an argument Choose evidence to support a claim Remove redundant words or phrases Formatting quotations and dialogue 	<p>claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal or academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WWP.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.</p> <p>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.</p> <p>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.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and</p>
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			<ul style="list-style-type: none"> ○ Identify counterclaims <p>Share:</p> <ul style="list-style-type: none"> ● Pair/share, exit ticket, whip around the room, or teacher selection to share critical scenes that work toward an important scene and author's craft techniques. 	<p>decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>Character's Perspectives are Shaped by Experience</p> <p>Different Characters Can Have Different Perspectives in the Same Moment</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Investigate perspective and how experiences shape perspectives. ● Understand that authors show how different characters have very different perspectives in the same moment in the story. 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> ● Think aloud for response journal: What experiences lead the character to think and feel as he or she does? ● Think aloud for response journal: Why are characters' perspectives so different? <p>Reading:</p> <ul style="list-style-type: none"> ● Reader's Theater of <i>Tears of a Tiger</i> p. 18-55 while paying attention to excerpts that fit with or add to the theme map and investigating perspective. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Students write response journal entries in response to the day's reading of <i>Tears of a Tiger</i>. ● Work on theme, core novel vocabulary and character perspectives with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. ● IXL Skills <ul style="list-style-type: none"> ○ Use the correct homophone ○ Which definition matches the sentence? ○ Which sentence matches the definition? ○ Identify the narrative point of view ○ Compare passages for tone ○ Compare two texts with different genres ○ Choose evidence to support a claim 	<p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p>

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			<ul style="list-style-type: none"> ○ Identify supporting details in literary texts ○ Organize information by topic ○ Choose the topic sentence that best captures the main idea ○ Match causes and effects in informational texts ○ Interpret the meaning of an allusion from its source <p>Share:</p> <ul style="list-style-type: none"> ● Have readers share excerpts of their response journal entries focusing on the theme map and character perspectives. 	<p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</p> <p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Writing: Author's Craft Essay</p> <p>The Power of Symbolism</p> <p>Planning the Author's Craft Essay</p> <p>Finding the Courage to Revise Your Thinking</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Look for symbols in their own texts and to write long to discover the deeper meaning behind the symbols they discover. ● Draft an author's craft essay. ● Stop at the end of a draft and ask themselves - are my original ideas still true? Is there anything I should change? 	<p>Refer to <i>The Literary Essay: Analyzing Craft and Theme</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> ● Remind students that literary essayists look out for craft moves that pull their own weight, for example-symbolism. Looking for symbols and writing long about them can help you to write more powerful craft essays (p. 93-95). Think aloud where you notice symbolism in <i>Tears of a Tiger</i>, and how that symbolism contributes to important themes. ● Tell students that writers of author's craft essays pause and plan how their craft essay will go. Use mentor texts to show students two ways that their essay could go (p. 101-103). ● Show how writers bring reading skills to their writing using the Argument Writing Checklist on p. 48, encouraging revision work right away (p. 47-49). <p>Independent Writing</p> <ul style="list-style-type: none"> ● Students use the chart on p. 95: How To Write an Author's Craft Essay, to guide their entries as they write about symbolism in their independent reading or book club books. ● Students draft an author's craft essay. 	<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>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).</p> <p>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.</p> <p>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</p>

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			<ul style="list-style-type: none"> Students find spots in their writing that can use rethinking (chart p. 50). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on symbolism and revision strategies with IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Correct capitalization errors Capitalizing titles Formatting titles Formatting and capitalizing titles: review Formatting street addresses Formatting quotations and dialogue Match the quotations with their themes Transitions with conjunctive adverbs Determine the themes of short stories Identify supporting details in literary texts Identify thesis statements Trace an argument Choose evidence to support a claim Remove redundant words or phrases Formatting quotations and dialogue Identify counterclaims <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share symbolism analysis, excerpts from drafts, and revision strategies. 	<p>the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including</p>
<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>Read Aloud (Video: Be Brave): Details Lead Readers to Judge Characters</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Judge characters and pay attention to how they respond to subtle, suggestive detail, and how those details lead them to judge characters. 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Watch the video "Be Brave" to demonstrate how the process of reading is 	

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<p>Analyzing the Impact of Preconceptions and Stereotypes on the Reader's Response</p>		<ul style="list-style-type: none"> Understand that everyone brings their own preconceptions and stereotypes to how we judge characters, and it's worth thinking about how those interactions and where our judgements come from 	<p>a process of judging characters. Readers pay attention to how they respond to subtle, suggestive details, and how those details suggest all sorts of meanings in their minds (p. 6-8).</p> <ul style="list-style-type: none"> Think aloud for response journal: We bring the book of ourselves to the text in front of us. How do we judge our characters based on our own preconceptions and stereotypes? <p>Reading:</p> <ul style="list-style-type: none"> Reader's Theater of <i>Tears of a Tiger</i> p. 56-79 while paying attention to excerpts that fit with or add to the theme map, details to make judgements about characters, and how our own preconceptions and stereotypes influence how we judge characters. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Students write response journal entries in response to the day's reading of <i>Tears of a Tiger</i>. Work on theme, core novel vocabulary, and making judgements with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Use the correct homophone Which definition matches the sentence? Which sentence matches the definition? Identify the narrative point of view Compare passages for tone Compare two texts with different genres Choose evidence to support a claim Identify supporting details in literary texts Organize information by topic Choose the topic sentence that 	<p>analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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			<ul style="list-style-type: none"> best captures the main idea ○ Match causes and effects in informational texts ○ Interpret the meaning of an allusion from its source <p>Share:</p> <ul style="list-style-type: none"> Have readers share excerpts of their response journal entries focusing on the theme map and character judgements supported by details from the text, while acknowledging our own preconceptions. 	
<p>Writing: Author's Craft Essay</p> <p>Clarifying Relationships Between Evidence and Ideas</p> <p>Counterargument Within Literary Essays</p> <p>Editing Using All You Know</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Use logic, specifically logical sentence frames, to help clarify the relationship between evidence and ideas. Look for places where there could be another interpretation or opinion about the text, and write to try and argue why their interpretation is the best one, by nodding to the alternative argument and then explaining why that one is not as sound. Effectively edit their work before putting on their final stamp of approval. 	<p>Refer to <i>The Literary Essay: Analyzing Craft and Theme</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Introduce the Performance Pathways Argumentative Writing Rubric. Teach that when essayists revise writing, they pause every time they introduce evidence, pushing themselves to explain what the evidence means and how it relates to the ideas they are discussing (p. 56-59). Highlight the organization and elaboration sections of the Performance Pathways Argumentative Writing Rubric. Encourage students to look for places in their essay where there could be another interpretation or opinion about the text (p. 67-69). Highlight the transitions and elaboration sections of the Performance Pathways Argumentative Writing Rubric. Students will learn that they need to use all they know and all they have (relying on resources at their disposal) to put the final touches on their drafts (p. 75-79). <p>Independent Writing</p> <ul style="list-style-type: none"> Students revise essays, focusing on logic, and providing a critical eye to your essay (p. 60). 	

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			<ul style="list-style-type: none"> Students use transitions that acknowledge alternative perspectives and counter arguments (p. 70). Students edit their pieces by incorporating new internal punctuation to clarify and emphasize meaning - and to strengthen their positions by sounding more knowledgeable (p.75-79). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on transitions, counter arguments, and internal punctuation with independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Correct capitalization errors Capitalizing titles Formatting titles Formatting and capitalizing titles: review Formatting street addresses Formatting quotations and dialogue Match the quotations with their themes Transitions with conjunctive adverbs Determine the themes of short stories Identify supporting details in literary texts Identify thesis statements Trace an argument Choose evidence to support a claim Remove redundant words or phrases Formatting quotations and dialogue Identify counterclaims <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share effective transitions, counterarguments, and use of internal punctuation. 	
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<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>Reading with Narrative Techniques in Mind</p> <p>Studying a Technique Deeply: Symbolism and How It Shifts</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Understand that readers sharpen their analytical lenses by reading with narrative techniques in mind. • Find patterns in noticing techniques and analyzing the technique across the text 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Think aloud for response journal: How do authors employ narrative techniques to create a great effect in the text? Refer to the Author's Craft handout. • Think aloud for response journal: What technique is used throughout the text? Is a symbol or pattern being formed? <p>Reading:</p> <ul style="list-style-type: none"> • Reader's Theater of <i>Tears of a Tiger</i> p. 80-112 while paying attention to excerpts that fit with or add to the theme map, narrative techniques, and symbolism. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • Students write response journal entries in response to the day's reading of <i>Tears of a Tiger</i>. • Work on theme, core novel vocabulary, narrative techniques, and symbolism with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. • IXL Skills <ul style="list-style-type: none"> ○ Describe the difference between related words ○ Positive and negative connotation ○ Identify sensory details ○ Analyze short stories ○ Compare illustrations of literary and historical subjects ○ Identify stronger and weaker evidence to support a claim ○ Identify and correct inappropriate shifts in verb tense <p>Share:</p> <ul style="list-style-type: none"> • Have readers share excerpts of their response journal entries focusing on the theme map, narrative techniques, or symbolism. 	
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<p>Writing: Comparative Essay</p> <p>Writing across Texts</p> <p>Writing Comparative Essays on Demand</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Write as a way to think about more than one text at a time, pushing themselves to do the work of comparing and contrasting similar ideas across different texts. • Use all that they know about essays to write not just well, but also quickly and with flexibility. 	<p>Refer to <i>The Literary Essay: Analyzing Craft and Theme</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Teach students to think and grow more than one text at a time, pushing themselves to do the work of comparing and contrasting similar ideas across different texts (p. 132-135). Brainstorm a list of characters, themes, and author's craft techniques from <i>Tears of a Tiger</i> that can be compared and contrasted with another shared text. Use the transitions handout to help frame these compare and contrast sentences. • Students will recall what they know, assess their resources, and make a plan to put their knowledge into action (p. 142-145). <p>Independent Writing</p> <ul style="list-style-type: none"> • Students will use a tophat graphic organizer to begin writing about how they can compare their two texts (p. 134-135). • After planning and gathering all the necessary tools, students will draft a comparative essay (p. 145).. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> • Work on compare and contrast with independent writing, IXL Skills, Common Lit, and other independent activities • IXL Skills <ul style="list-style-type: none"> ○ Choose the synonym ○ Choose the antonym ○ Classify figures of speech ○ Analyze the effects of figures of speech on meaning and tone ○ Use personification ○ Identify supporting details in informational texts ○ Choose the topic sentence that best captures the main idea ○ Create varied sentences based on models <p>Share:</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, or teacher selection to share what 	
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			elements (characters, theme, author's craft) the students will compare and contrast in their two selected texts.	
<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>A Sophisticated Craft Technique: Access to Inner Thinking</p> <p>Authors Develop Themes Using Craft</p>	Week 5	<p>SWBAT:</p> <ul style="list-style-type: none"> Analyze character's inner thinking and how authors control our sympathy through this craft technique. Investigate how authors use craft techniques to develop themes. 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Think aloud for response journal: Which characters do you get to know from the inside? How does a character's inner thinking influence our emotions? Think aloud for response journal: Find places in the text to support a theme and investigate the craft techniques in those passages. <p>Reading:</p> <ul style="list-style-type: none"> Reader's Theater of <i>Tears of a Tiger</i> p.113-161 while paying attention to excerpts that fit with or add to the theme map and the which craft techniques the author uses in those excerpts. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Students write response journal entries in response to the day's reading of <i>Tears of a Tiger</i>. Work on craft techniques the author uses to develop theme and core novel vocabulary with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Describe the difference between related words Positive and negative connotation Identify sensory details Analyze short stories Compare illustrations of literary and historical subjects Identify stronger and weaker evidence to support a claim 	

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			<ul style="list-style-type: none"> ○ Identify and correct inappropriate shifts in verb tense <p>Share:</p> <ul style="list-style-type: none"> ● Have readers share excerpts of their response journal entries focusing on the craft techniques the author uses to develop theme. 	
<p>Writing: Comparative Essay</p> <p>Framing Essays with Relevance and Context: Introductions and Conclusions</p> <p>Adopting an Essayist's Tone</p> <p>A Comma Inquiry</p>	<p>Week 5</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Write introductions that explain the text being analyzed and the greater relevance of their essays. They will also keep in mind that their essays often conclude by leaving readers with their most powerful thoughts. ● Adopt an essayist's engaging and formal tone by varying their sentence length and using sophisticated language. ● Grasp powerful ways to construct their sentences, to work on their syntax, and to support and nurture their developing grammar. In this case, by learning multiple ways to use commas. 	<p>Refer to The Literary Essay: Analyzing Craft and Theme for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> ● Teach students that essayists introduce their essays by explaining the context of the text and also by naming how the ideas in the essay might be relevant to the reader (p. 108-111). Remind students of the introduction ABCs and steps for crafting a lasting conclusion and highlight the lead and ending sections of the Performance Pathways Argumentative Writing Rubric. ● Teach that when essayists revise, they work to adapt an engaging and formal tone in their writing by varying their sentence length and making sure their language is sophisticated (p. 117-120). Highlight the craft section of the Performance Pathways Argumentative Writing Rubric. ● Teach students that one way writers craft more powerful sentences is by paying attention to conventions, today focus on the use of commas (p. 124-126). Highlight the punctuation and sentence structure section of the Performance Pathways Argumentative Writing Rubric. <p>Independent Writing</p> <ul style="list-style-type: none"> ● Students talk with a partner to see what they will be writing today. Show anchor chart pg 111. ● With a partner, students name a few things that are important to do when they 	

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			<p>revise. (Chart on page 120). Send students off to start writing.</p> <ul style="list-style-type: none"> Working with a partner, students think through how each different comma is used in the text (p. 125). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on effective word choice and comma usage with independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Commas with series, dates, and places Commas with compound and complex sentences Compare information from two texts Which sentence is more formal? Use parallel structure <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share effective leads and endings, powerful word choices, and effective comma usage. 	
<p>Reading: <i>Tears of a Tiger</i> Reader's Theater</p> <p>Thinking About Structure: Time, Plotlines, Resolutions</p> <p>Master Narratives and Petit Narratives</p>	<p>Week 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Notice how the story is structured-how time moves in the story, how multiple plotlines separate and coverage, and how things move toward resolution. Bring ethical concerns to their reading and are alert to master narratives, that reinforce norms that exist in the world. 	<p>Refer to link for Instructional Activities: Characterization and Author's Craft</p> <p>Refer to link for <i>Tears of a Tiger</i> reader's theater: Tears of a Tiger Speaking Parts</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Go back into <i>Tears of a Tiger</i> and think aloud for response journal: What do I notice about the plot structure in my story? Are there multiple plot lines? How do they contribute to the one ending of my story? Go back into <i>Tears of a Tiger</i> and think aloud for response journal: What ethical concerns am I alert too and how does my narrative present them? How are they petit narratives? <p>Reading:</p>	

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			<ul style="list-style-type: none"> Read reviews of <i>Tears of a Tiger</i> and discuss the reviewers comments on structure and master narratives. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Students write response journal entries in response to reviews of <i>Tears of a Tiger</i>. What do you agree/disagree with? Did a reviewer mention something you hadn't thought about before? What scenes from the novel came to mind as you read the review? Work on theme, core novel vocabulary, narrative structure, and master narrative with independent reading or reading in book clubs, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Describe the difference between related words Positive and negative connotation Identify sensory details Analyze short stories Compare illustrations of literary and historical subjects Identify stronger and weaker evidence to support a claim Identify and correct inappropriate shifts in verb tense <p>Share:</p> <ul style="list-style-type: none"> Have readers share excerpts of their response journal entries focusing on their response to reader reviews. 	
Writing: On-Demand Comparative Essay	Week 6	<p>SWBAT:</p> <ul style="list-style-type: none"> Use all that they know about essays to write not just well, but also quickly and with flexibility. 	<p>Refer to The Literary Essay: Analyzing Craft and Theme for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Remind students of all the tools they have to compose a comparative essay. <p>Independent Writing</p> <ul style="list-style-type: none"> Day 1: students read a paired text set from Common Lit and choose a method to plan their comparative essay. 	

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			<ul style="list-style-type: none"> Day 2: Students write an on-demand literary essay in 60 minutes. <p>Share:</p> <ul style="list-style-type: none"> The teacher will highlight excerpts from several students' on-demand essays that meet or exceed expectations on the Performance Pathways Argumentative Writing Rubric. 	
Speaking and Listening: Graphic Essays	Week 7	<p>SWBAT:</p> <ul style="list-style-type: none"> Use Prezi to create and present a graphic essay that focuses on answering the unit essential questions. 	<p>Mini-Lesson</p> <ul style="list-style-type: none"> Demonstrate the Prezi platform and the tools students can utilize to create a graphic essay. Show students examples of graphic essays on Prezi. Guide students to choose one of their three literary essays to present. Which essay do you feel is the strongest, shows the most growth, or reveals new and important thinking about the unit essential questions? Think aloud how to generate images that support the big ideas in a mentor essay, and how to pair those images with brief summaries and quotes from the essay to create a graphic essay. Demonstrate how to angle this information to answer the unit essential questions. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Students brainstorm images that go with the important concepts they want to teach in their graphic essays. Images can be hand-drawn or computer-generated. Students also gather all the quotes and text they will need to go with their images. Students sketch a plan for their graphic essay in their notebooks first. Students use the tools on the Prezi platform to create their graphic essay. IXL Skills <ul style="list-style-type: none"> Analyze the effects of figures of speech on meaning and tone 	

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			<ul style="list-style-type: none"> ○ Match the quotations with their themes ○ Determine the themes of short stories ○ Determine the main idea of a passage <p>Share:</p> <ul style="list-style-type: none"> ● Students present their graphic essays on Prezi. Do a Prezi gallery walk by dividing the class in half or inviting another class to visit each student's presentation. 	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. (Mini Lesson, Independent Work, Conferencing and Share)
8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)
8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies (Mini Lesson, Independent Work, Conferencing and Share)
8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. (Mini Lesson, Independent Work, Conferencing and Share)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)
- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Interdisciplinary Standards:

Social Studies:

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Comprehensive Health & Physical Education:

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Unit 3: The Art of Argument

Summary of the Unit: In this unit students take on critical reading, the development of logic, and argumentation skills. They will learn to suspend judgment and remain open to different sides of an issue as they read text sets to build informed arguments. Students will consider how they make decisions, how they accept or reject political positions, and how they motivate others. This unit teaches students argumentation as a method to advocate for themselves and others, to judge debated issues with critical reasoning, and to expect and embrace complexity. Students will learn to write fair and principled arguments.

This unit also contains an optional extension activity: mock trial. Students will put their research and argumentation skills to practical use and immerse themselves in civic literacy as they take on the necessary roles to conduct a courtroom trial.

Essential Questions: What role does mental health play in our everyday lives?

What does power have to do with fairness and justice?

Why is it important to advocate for ourselves and for others?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Summative Assessments

- LinkIt Benchmark Assessments
- Common Lit Assessments
- Alternative Assessments
 - Published Writing
 - Two published position papers
 - On Demand Writing
 - On demand argumentative
 - Trial Terms Quiz
 - Optional Mock Trial Performance
- Formative Assessments
- Summary Rubric
- Student Conferences
- Notebooks
- IXL
- Anecdotal Records

- Progress Monitoring

Instructional Materials:

- Notebooks
- [Argument Reading: Critical Nonfiction Across Text Sets](#)
- Mental Health Text Set from Common Lit
- Child Soldiers Text Set:
 - “Shooting in the Dark” by Benedict Carey, The New York Times Conditions Under Which to Grant Amnesty to Child Soldiers:
 - Long Way Gone by Ishmael Beah
 - “Armed and Underage” (2009) from New York Times Upfront
 - “The Child Soldier on Trial at Guantanamo” by Human Rights Watch
 - “Ishmael Beah” on CBS News with Katie Couric
 - “Analysis: Should child soldiers be prosecuted for their crimes?” (2011) from Integrated Regional Information Networks of the United Nations
 - Additional texts from Common Lit
- [Summary Rubric](#)
- *Position Papers: Research and Argument*
- Optional Mock Trial Extension Activity Resources:
 - [Street Law’s Classroom Guide to Mock Trials](#)
 - Mock Trial Example Videos:
 - [Example Mock Trial Flow](#)
 - [High School Mock Trial Video Tutorial](#)
 - [Courtroom Set Up](#)
 - [Mock Trial Roles: Planning Pages and Rubrics](#)
 - [Developing a Theory of a Case](#)
 - [Witness/Evidence Charts](#)
 - [The Rules of Evidence](#)
- [New Jersey Student Learning Standards- NJSLs](#)
- [Units of Study Middle School Writing](#)
- [Units of Study Middle School Reading](#)
- [Units of Study Resources](#) (use registration code and select My Online resources for grade level)

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- [Reading Strategies Book & Writing Strategies Book by Jennifer Serravallo](#)
- [TC Advancing Literacy Video Library](#)
- [CommonLit Crosswalks](#)
- [IXL](#)
- [IXL Skill Plans](#)

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Speaking and Listening Optional Extension Activity: Introduction to Mock Trial	Week 1 & 2 If you choose to do the mock trial extension activity, complete the Introduction to Mock Trial activities BEFORE you begin the Art of Argument reading and writing units. This will serve as an anticipatory set for the unit and set the purpose for the students' research and writing.	SWBAT: <ul style="list-style-type: none"> • Define technical vocabulary specific to the courtroom trial process. • Sequence the steps of a mock trial. • Analyze case facts and evidence to craft case theories, an opening statement, direct and cross examination questions, and a closing argument. 	Refer to the link for Instructional Activities: Street Law's Classroom Guide to Mock Trials Session 1: Trial Terms 1. Students will work in pairs to brainstorm what they already know and what questions they have about a courtroom trial. Partners will record their ideas on large KW posters around the room. 2. Students will watch the " Example Mock Trial Flow " video from YouTube and record 3 new things they have learned about the trial process. 3. Partners will jigsaw "The Trial: Setting the Scene" handout (Handout 1A from Streetlaw's Classroom Guide) and create a slide about their assigned trial term. 4. Partners will present their slide to the class and then complete the Matching Trial Terms Google Form quiz (based on Handout 1B from Streetlaw's Classroom Guide). Session 2: Steps in a Trial 1. Project a picture of the courtroom set up and arrange the room accordingly. Tell students they will role play the steps of a trial.	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. 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. 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. RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or

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			<p>2. Gather volunteers to be the clerk, judge, prosecution team, defense team, witnesses, and courtroom artist. Remaining students will act as the jury.</p> <p>3. Have students move through the steps in a trial following the Steps in a Trial handout (Handout 2A) and the script (Handout 10B).</p> <p>4. Students debrief the experience (Did anything surprise you? Does this process make sense? What questions do you still have?) and discuss what roles they think they might want to play in our mock trial.</p> <p>Session 3: Developing a Theory of the Case</p> <p>1. Students discuss with partners: If you were brought to the vice principal's office because you were caught in the hallway fighting with another student, and you only had one sentence to tell them what happened, what would you say?</p> <p>2. Tell students that when a team of lawyers is preparing a case, the first thing they do is craft a theory of the case. Project the "Developing a Theory of the Case" Google Doc.</p> <p>3. Students work with their partners to develop case theories for two different scenarios (Dr. Plastics and The People v. Taylor). The inner circle is the prosecution and the outer circle is the defense for the first scenario, then switch positions for the second scenario. Students record on the Case Theory Scenarios handout. If time, have students act out the witness testimonies for The People v. Taylor.</p> <p>4. Students present their theories.</p> <p>5. Debrief: Is it important that all team members agree on the theory of the case? Why? Is it easier to craft a theory of the case for the plaintiff/prosecution or the defense? Why?</p>	<p>builds supporting arguments through text structure.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support</p>
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			<p>Session 4: Opening Statements</p> <ol style="list-style-type: none"> 1. Students brainstorm everything they've learned about writing an engaging introduction. What are the top 2 non-negotiables for a powerful opening? 2. Students partner read the Opening Statement Tips handout (Handout 5A), and highlight and annotate important vocabulary and concepts. 3. Watch the opening statement from the YouTube video "High School Mock Trial Video Tutorial." Students will jot down elements they noticed from the Opening Statement Tips handout. 4. Students will use the Opening Statement Outline for Criminal Trials (Handout 5B) to craft an opening statement for The People v. Taylor. 5. Students present their opening statements. Students not presenting will listen for the key elements that should be in an opening statement, and offer feedback. <p>Session 5: Direct and Cross Examination/Rules of Evidence</p> <ol style="list-style-type: none"> 1. Tell students that they will watch a direct examination. Students should jot down what they observe about the attorney's and witness's roles, the types of questions asked, and the relationship between the attorney and witness. Show the direct examination clip from "High School Mock Trial Video Tutorial." Repeat for cross examination and create a Direct Examination/Cross Examination T chart with the students' ideas. 2. Students partner read the Direct Examination Questions and Cross-examination Questions handouts (Handouts 6A and 6B), highlighting and annotating important vocabulary and concepts. 3. Students share out and add ideas to the T-chart 	<p>claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> 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. <p>W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by</p>
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			<p>4. Partners use Handout 6C to create examination and cross-examination questions for one of the 4 witnesses in The People v. Taylor.</p> <p>5. Partners will present their role play of the attorney and witness using the questions they created.</p> <p>Session 6: Closing Arguments</p> <p>1. Tell students that they will be writing their closing arguments today. Partners hypothesize what the role of the closing argument is in a trial.</p> <p>2. Students will partner read the Closing Argument Tips handout (9A), highlighting and annotating important vocabulary and concepts.</p> <p>3. Students will watch the closing argument clip from the YouTube video "High School Mock Trial Video Tutorial" and discuss elements they observed from the Closing Argument Tips handout.</p> <p>4. Students craft their closing argument for The People v. Taylor using Handout 9B.</p> <p>5. Students present their closing arguments to the class. Students not presenting use the checklist to give feedback.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Reading: Mental Health Text Set</p> <p>Reading About a Topic and Debating Positions to Develop Initial Arguments</p> <p>Comparing and Contrasting Ideas - Reading to Prepare for Debate Stances</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Dive into a topic by investigating the issues and debates it raises. Read with a different stance when preparing for a debate. 	<p>Refer to link for Instructional Activities: Argument Reading: Critical Nonfiction Across Text Sets</p> <p>Mini-Lesson:</p> <ul style="list-style-type: none"> Follow read-aloud plan in curricular calendar, using mental health articles from the Common Lit text set. Teach readers to dive into a topic by investigating issues and debates it raises. Teachers take up preliminary positions and use evidence from their reading to debate positions and formulate ideas (p. 9-10). 	<p>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.</p>

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			<ul style="list-style-type: none"> Follow read-aloud plan in curricular calendar, using mental health articles from the Common Lit text set. Teach readers to prepare for a debate and read with different stances in mind (p. 11). <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of mental health articles from the Common Lit text set while working on gathering evidence to defend a position as well as to refute an opposing stance. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on gathering evidence with notebook entries (box and bullets, summaries), independent reading, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Alphabetical order Use guide words Use dictionary entries Use dictionary definitions Identify the author's purpose Identify supporting details in informational texts Identify text structures Determine the main idea of a passage Identify audience and purpose Analyze short stories Organize information by topic Read graphic organizers <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share students' debate positions. 	<p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>Writing: Mental Health Position Paper</p> <p>Debating Positions to Develop a Complex Argument</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Debate different positions on a complicated issue to develop an argument that allows for complexity. 	<p>Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students to think about debatable issues or ethical dilemmas and clarify their 	<p>SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the</p>

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Flash-Drafting Arguments While Working on Specific Writing Goals		<ul style="list-style-type: none"> Plan more than what they'll write about, and set goals to plan the writing work that's ahead of them. 	<p>own stances on issues that are complicated and decide to argue one side using argument skills (p. 2-8).</p> <ul style="list-style-type: none"> Use checklists, anchor charts, and mentor texts to set writing goals (p. 15-18). <p>Independent Writing</p> <ul style="list-style-type: none"> Revisit an article from the mental health text set for students to annotate with a partner. Role playing switching positions and gather evidence for each position (p. 8-9). Once students have at least two personal goals they will create a flash draft (p. 19). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on argumentative sentence frames through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Is it a complete sentence or a fragment? Is it a complete sentence or a run on? Is it a complete sentence, a fragment, or a run on? Choose evidence to support a claim Compare information from two texts Classify logical fallacies Recognize the parts of a Works Cited entry (MLA 8th-9th editions) Positive and negative connotation Compare passages for tone Use the correct frequently confused word Correct errors with signs Commas: review Use semicolons and commas to separate clauses <p>Share</p>	<p>motives (e.g., social, commercial, political) behind its presentation.</p> <p>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.</p> <p>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.</p> <p>SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p style="padding-left: 40px;">A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>
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			<ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share a piece of students' flash drafts. 	<p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</p>
<p>Reading: Mental Health Text Set</p> <p>Becoming an Expert on a Topic</p> <p>Creating Systems to Organize Information</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Become experts on a topic, choosing expert vocabulary that increases their own authority. Read and figure out what the authors and texts are suggesting in terms of big ideas, as they begin to develop their own ideas on the subject. 	<p>Refer to link for Instructional Activities: Argument Reading: Critical Nonfiction Across Text Sets</p> <p>Mini-Lesson:</p> <ul style="list-style-type: none"> Teach students how to annotate texts, model how to organize thinking while reading, and how to become experts on a topic using technical vocabulary and increasing authority (p. 12). Teach students different methods to organize information (ex: box and bullets, webs, T-charts) (p. 12). <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of mental health articles from the Common Lit text set while working on annotating text, notetaking and organizing information. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on annotating, notetaking, and organizing information with notebook entries, (box and bullets, summaries), independent reading, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Alphabetical order Use guide words Use dictionary entries Use dictionary definitions Identify the author's purpose Identify supporting details in informational texts Identify text structures Determine the main idea of a passage Identify audience and purpose Analyze short stories Organize information by topic Read graphic organizers 	<p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p>

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			Share: <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share methods of organizing information. 	<p>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).</p>
Writing: Mental Health Position Paper Angling Evidence to Support Specific Points Using Connotative Language to Paint a Tone Writing Powerful Conclusions	Week 2	SWBAT: <ul style="list-style-type: none"> Angle their evidence by explaining it fully, showing how evidence illustrates or supports specific points. Make their case and advance their ideas, not just with evidence but with the words they choose. Turn familiar strategies for writing powerful conclusions, such as restating a claim, offering insights, and leaving readers with memorable ideas or a call to action. 	Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities: Mini-Lesson <ul style="list-style-type: none"> Teach students to explain how their evidence is significant showing how that evidence illustrates each point (p. 28-32). Highlight the elaboration section of the Performance Pathways Argumentative Rubric. Teach students connotative meanings, to choose words on purpose to create a specific tone, similar to fiction writing (p. 45-47). Highlight the craft section of the Performance Pathways Argumentative Rubric. Teach students to write strong conclusions, not just restating a claim, but also leaving the reader with new thinking (p. 56-58). Highlight the ending section of the Performance Pathways Argumentative Rubric. Independent Writing <ul style="list-style-type: none"> Summarize the work the students just did and connect the exercise to future research to develop ideas (p. 33-35). Students will choose words that have connotative meanings in their own writing (p. 48-50). Students draft and revise their conclusions with a goal and strategy in mind (59-61). Independent Work:/Centers: <ul style="list-style-type: none"> Work on connotation through independent writing, IXL Skills, Common Lit, and other independent activities. IXL Skills <ul style="list-style-type: none"> Is it a complete sentence or a fragment? 	<p>LVL.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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>

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			<ul style="list-style-type: none"> ○ Is it a complete sentence or a run on? ○ Is it a complete sentence, a fragment, or a run on? ○ Choose evidence to support a claim ○ Compare information from two texts ○ Classify logical fallacies ○ Recognize the parts of a Works Cited entry (MLA 8th-9th editions) ○ Positive and negative connotation ○ Compare passages for tone ○ Use the correct frequently confused word ○ Correct errors with signs ○ Commas: review ○ Use semicolons and commas to separate clauses <p>Share</p> <ul style="list-style-type: none"> ● Pair/share, exit ticket, whip around the room, or teacher selection to share effective word choices, introductions, and conclusions. 	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>Reading: Mental Health Text Set</p> <p>Give Credit to Sources</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Keep careful track of their resources, by jotting down the author, title, page number, or the URL. 	<p>Refer to link for Instructional Activities: Argument Reading: Critical Critical Nonfiction Across Text Sets</p> <p>Mini-Lesson:</p> <ul style="list-style-type: none"> ● Create a system to organize information by citing information (p. 13). <p>Reading:</p> <ul style="list-style-type: none"> ● Shared reading of mental health articles from the Common Lit text set while working on citing information. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Work on citing information with notebook entries, (box and bullets, summaries), independent reading, IXL Skills, Common Lit, and other independent activities. ● IXL Skills 	

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			<ul style="list-style-type: none"> ○ Use context to identify the meaning of a word ○ Determine the meaning of domain-specific words with pictures ○ Order topics from broadest to narrowest ○ Analyze the development of informational passages: set 1 ○ Choose evidence to support a claim ○ Choose the topic sentence that best captures the main idea ○ Compare information from two texts ○ Trace an argument ○ Evaluate counterclaim ○ Compare and contrast in informational texts <p>Share:</p> <ul style="list-style-type: none"> ● Pair/share, exit ticket, whip around the room, or teacher selection to share properly formatted citations. 	
<p>Writing: Mental Health Position Paper</p> <p>Getting Reading to Publish: Polishing Presentations and Attending to Conventions</p> <p>Unleashing the Inner Dramatist to Give Speeches More Impact</p> <p>A Celebration of Speeches</p>	Week 3	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Edit for clarity and conventions, add polishing touches to their work, or attend to presentation by adding or subtracting final bits. ● Rehearse their arguments, as speechwriters, use breathing, tone of voice, body language, and gestures to emphasize their points and stir their audience. ● Celebrate, reflect, and deliver speeches. 	<p>Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> ● Teach students to strengthen their essay through presentation and conventions (p. 65-68). Highlight the punctuation and sentence structure section of the Performance Pathways Argumentative Rubric. ● Teach students how to rehearse their speeches with speaking techniques (p. 72-76). <p>Independent Writing</p> <ul style="list-style-type: none"> ● Students edit and revise their writing with tools, mentor texts, and checklists (p. 67-68). ● Students will rehearse their own speeches and use speaking coaches (p. 76). <p>Independent Work:/Centers:</p>	

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			<ul style="list-style-type: none"> • Work on conventions through independent writing, IXL Skills, Common Lit, and other independent activities. • IXL Skills <ul style="list-style-type: none"> ○ Is it a complete sentence or a fragment? ○ Is it a complete sentence or a run on? ○ Is it a complete sentence, a fragment, or a run on? ○ Choose evidence to support a claim ○ Compare information from two texts ○ Classify logical fallacies ○ Recognize the parts of a Works Cited entry (MLA 8th-9th editions) ○ Positive and negative connotation ○ Compare passages for tone ○ Use the correct frequently confused word ○ Correct errors with signs ○ Commas: review ○ Use semicolons and commas to separate clauses <p>Share</p> <ul style="list-style-type: none"> • Suggested Celebrations: Organize students in groups and send them off to take turns delivering speeches; Invite others into room to hear live arguments; Create short videos and have a film festival; Create an anthology of work 	
<p>Reading: Child Soldiers Text Set</p> <p>Grappling with Nuanced and Intense issues</p> <p>Comparing and Contrasting Alternative Viewpoints</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Realize that research is not just an academic exercise when they research current events. It's a moral imperative. • Read more than one text on a subject, compare the points of view that the authors present, and analyze similarities and differences. 	<p>Refer to link for Instructional Activities: Argument Reading: Critical Critical Nonfiction Across Text Sets</p> <p>Mini-Lesson:</p> <ul style="list-style-type: none"> • Follow Read-Aloud plan in curricular calendar, using <i>Armed & Underage</i>, excerpts of Beah's memoir and Ishmael Beah's interview. Teach readers how to take on intense issues (p. 13). • Follow Read-Aloud plan in curricular calendar, using <i>The Child Soldier on Trial at</i> 	

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			<p><i>Guantanamo</i> and other anchor texts. Teach readers to compare and contrast alternate points of view on a topic (p. 13).</p> <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of child soldiers articles from the text set while working on comparing and contrasting two authors' points of view. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on comparing and contrasting points of view to develop a position with notebook entries, (box and bullets, summaries), independent reading, IXL Skills, Common Lit, and other independent activities IXL Skills <ul style="list-style-type: none"> Use context to identify the meaning of a word Determine the meaning of domain-specific words with pictures Order topics from broadest to narrowest Analyze the development of informational passages: set 1 Choose evidence to support a claim Choose the topic sentence that best captures the main idea Compare information from two texts Trace an argument Evaluate counterclaim Compare and contrast in informational texts <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, or teacher selection to share students' initial responses to this complex topic and similarities and differences between different authors' points of view on the topic. 	
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<p>Writing: Child Soldiers Position Paper</p> <p>Grappling With Issues of Intensity and Developing Initial Understanding</p> <p>Developing Preliminary Positions and Revising Thinking</p> <p>Debating to Draft More Balanced and Principled Arguments</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Grapple with intense issues, and not just dive into the argument. Instead, students will read, write, and discuss to begin understanding a complex, difficult topic. ● Deepen their understandings of the topic and move toward considering which position they'll take. ● Research and acknowledge all angles of a topic, especially when debating. 	<p>Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> ● Teach students that argument writing is a responsibility to promote justice. Students should focus on current, complicated, and difficult issues (p. 88-90). ● Teach students that positions continually change as more evidence is presented (p. 95-97). ● Teach students to compose a balanced and principled argument and debate with others about the other side of the issue. Remind students it is not a goal to win, but to develop new thinking (p. 102-105). <p>Independent Writing</p> <ul style="list-style-type: none"> ● Students will use the box and bullets strategy to consider more than one side of the issue (p. 93-94). ● Students will continue to read and research, possibly revising their position as they acquire new information (p. 97-98). ● Students will organize their evidence and notes to prepare for a debate. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> ● Work on notetaking and organizing evidence through independent writing, IXL Skills, Common Lit, and other independent activities. ● IXL Skills <ul style="list-style-type: none"> ○ Irregular past tense: review ○ Simple past, present, and future tense: review ○ Identify and correct inappropriate shifts in verb tense ○ Use semicolons, colons, and commas with lists ○ Correct capitalization errors ○ Identify supporting details in informational texts ○ Trace an argument ○ Compare two texts with different genres 	
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			<ul style="list-style-type: none"> ○ Transitions with conjunctive adverbs ○ Recall the source of an allusion ○ Analyze the effects of figures of speech on meaning and tone ○ Identify stronger and weaker evidence to support a claim ○ Identify counterclaims ○ Identify text structures <p>Share</p> <ul style="list-style-type: none"> ● Students engage in a mini debate to test the strength of their evidence and reveal new thinking. 	
<p>Reading: Child Soldiers Text Set</p> <p>Tracing and Evaluating Evidence</p>	<p>Week 5 & 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Develop skills in tracing and evaluating an argument. Students will think about the conditions under which the argument holds true. 	<p>Refer to link for Instructional Activities: Argument Reading: Critical Critical Nonfiction Across Text Sets</p> <p>Mini-Lesson:</p> <ul style="list-style-type: none"> ● Follow plan in curricular calendar, using the text set. Teach readers that note-taking is powerful with weighing and evaluating evidence (p. 15-17). <p>Reading:</p> <ul style="list-style-type: none"> ● Shared reading of child soldiers articles from the text set while working on tracing and evaluating evidence. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Work on tracing and evaluating evidence with notebook entries, (box and bullets, summaries), independent reading, IXL Skills, Common Lit, and other independent activities. ● IXL Skills <ul style="list-style-type: none"> ○ Find words using context ○ Determine the meaning of words using synonyms in context ○ Determine the meaning of words using antonyms in context ○ Use context to identify the meaning of a word ○ Match problems with their solutions ○ Identify plagiarism ○ Identify the author's purpose 	

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			<ul style="list-style-type: none"> ○ Distinguish facts from opinions ○ Suggest appropriate revisions <p>Share:</p> <ul style="list-style-type: none"> ● Students engage in mini debates to test the strength of their evidence. 	
<p>Writing: Child Soldiers Position Paper</p> <p>Strengthening, Framing, and Pacing Evidence</p> <p>Attending to Alternative Arguments and Points of View</p> <p>Using the Organizational Structure of Your Piece of to Help Build Your Argument</p>	<p>Week 5</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Support their arguments, writers choose evidence that is the most relevant, significant, and convincing they can find, and then explain that evidence and how it might unfold across a piece. ● Study alternatives to their own point of view to better understand complex issues, attend counter arguments, and strengthen their own arguments. ● Use organizational structure to help build arguments, and also to lead readers to follow their thinking. 	<p>Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> ● Students will strengthen their argument, by including the strongest possible evidence, choosing evidence that is the most relevant, significant, and convincing. Even the strongest evidence, students will be expected to explain its pertinence to their claim (p. 115-119). Highlight the transitions and elaboration section of the Performance Pathways Argumentative Rubric. ● Teach students that writers study alternatives to their own point of view to illuminate complex topics. Then they can strengthen their own arguments by addressing counter arguments in their writing fairly (p. 130-135). ● Teach students to use the organizational structure of a piece to help build the argument (p. 143-148). Highlight the organization section of the Performance Pathways Argumentative Rubric. <p>Independent Writing</p> <ul style="list-style-type: none"> ● Students will strengthen their arguments through revision of their evidence, especially with the lens of ranking, sequencing, and framing (p. 119). ● Students will assess fairness when writing counter arguments (p. 135-138). ● Engage writers in a plan for a structural revision. They will also continue to engage in a large-scale revision (p. 148). <p>Independent Work:/Centers:</p>	

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			<ul style="list-style-type: none"> • Work on revision strategies through independent writing, IXL Skills, Common Lit, and other independent activities. • IXL Skills <ul style="list-style-type: none"> ○ Irregular past tense: review ○ Simple past, present, and future tense: review ○ Identify and correct inappropriate shifts in verb tense ○ Use semicolons, colons, and commas with lists ○ Correct capitalization errors ○ Identify supporting details in informational texts ○ Trace an argument ○ Compare two texts with different genres ○ Transitions with conjunctive adverbs ○ Recall the source of an allusion ○ Analyze the effects of figures of speech on meaning and tone ○ Identify stronger and weaker evidence to support a claim ○ Identify counterclaims ○ Identify text structures <p>Share</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, or teacher selection to share revision work. 	
<p>Writing: On-Demand and Publishing</p> <p>On-Demand Argumentative Writing Assessment</p> <p>Optional Publishing Project: Letter Writing Campaign</p>	Week 6	<p>SWBAT:</p> <ul style="list-style-type: none"> • Use all that they know about argumentative writing to write not just well, but also quickly and with flexibility. • Narrow down an audience for their letters and tailor them accordingly, and to effectively edit their work for presentations and conventions. • Celebrate growth and accomplishment as writers, thinkers, and social activists. 	<p>Refer to <i>Position Papers: Research and Argument</i> for Instructional Activities:</p> <p>On-Demand Mini-Lesson</p> <ul style="list-style-type: none"> • Remind students of all the tools they have to compose a compelling argument. <p>Independent Writing</p> <ul style="list-style-type: none"> • Day 1: students read a paired text set from Common Lit and choose a method to plan their argumentative essay. • Day 2: Students write an on-demand argumentative essay in 60 minutes. <p>Share</p>	

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			<ul style="list-style-type: none"> The teacher will highlight excerpts from several students' on-demand arguments that meet or exceed expectations on the Performance Pathways Argumentative Rubric. <p>Optional Letter Writing Campaign Publishing Project</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Demonstrate how writers might tailor their position papers as letters to specific audiences (p. 154-155). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will figure out their audiences and use the Argument Writing Checklist to check writing and revise conventions. <p>Share</p> <ul style="list-style-type: none"> Celebration suggestions: Send letters to influential leaders, gallery walk, performance/visual art, poetry 	
<p>Speaking and Listening: Mock Trial</p> <p>Optional Extension Activity: Planning for Mock Trial</p>	<p>Week 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Use the research they gathered from the reading unit to plan for their part in the mock trial. 	<p>Refer to the links for Instructional Activities: Street Law's Classroom Guide to Mock Trials Mock Trial Roles: Planning Pages and Rubrics</p> <p>Session 1: Witness/Evidence Charts</p> <ol style="list-style-type: none"> The teacher presents the "case facts" for a criminal trial that could realistically be held on the topic of child soldiers. Draw from information in the text set to create the case facts. Students review the case facts and brainstorm a list of possible witnesses for the plaintiff or the defense based on the child soldier research they conducted. Introduce the Witness/Evidence Charts and model how to log the witness and what potential evidence they can give for either side of the case. The teacher will explain that we will also want expert witness testimonies for the trial, and we can find those in our articles. 	

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			<p>5. The teacher will model how to skim through a previously-read article to find a potential witness for either the plaintiff or defendant, and record the information on the chart.</p> <p>6. Students skim through their articles from the child soldiers text set and log potential witnesses on their charts.</p> <p>Session 2-3: Witness Affidavits</p> <p>1. The teacher will assign mock trial roles based on the class compilation of witnesses from the students' research.</p> <p>2. The teacher will divide the class into two fishbowl circles (defense team and plaintiff team).</p> <p>3. As the attorney team and witness plan the witness affidavit in the inner circle, the outer circle will write comments and suggestions. After 10 minutes, the outer circle will present their comments and suggestions to the inner circle. The inner circle will then use the comments/suggestions to plan for 5 more minutes.</p> <p>4. The outer circles will switch teams for the next witness.</p> <p>5. Witnesses will compose a 300-500 word affidavit to enter into discovery.</p> <p>Session 4-5: Attorney Opening Statements, Questions and Closing Argument</p> <p>1. The teacher will review the directions and rubrics for the attorney team requirements.</p> <p>2. The plaintiff and defense attorney teams will meet privately and use the witness affidavits entered into discovery to plan the direct examination questions, cross-examination questions, opening statement, and closing argument.</p> <p>3. Attorneys are responsible for composing a 300-500 word opening statement and closing argument, at least 4 direct examination questions per witness and 3 cross-examination questions per witness.</p> <p>4. While the attorney teams meet, the teacher will work with the jurors, judge, clerk, and courtroom</p>	
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			artist to review the rubrics for their parts and review the rules of evidence .	
Speaking and Listening: Mock Trial Optional Extension Activity: Performing a Mock Trial	Week 7	SWBAT: <ul style="list-style-type: none"> Participate in a mock trial. 	Refer to the links for Instructional Activities: Street Law's Classroom Guide to Mock Trials Mock Trial Roles: Planning Pages and Rubrics 2-3 Sessions: The students will participate in mock trial procedures as outlined in Handout 2A from Street Law's Classroom Guide to Mock Trials 2021 Edition.	

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.(Mini Lesson, Independent, and Conferences)
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.(Mini Lesson, Independent, Conferences)
- 8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.(Independent and Conferences)
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.(Independent and Conferences)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)
- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Interdisciplinary Standards:

Social Studies:

- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

Comprehensive Health & Physical Education:

- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Unit 4: Investigative Journalism

Summary of the Unit: In reading workshop, students work in book clubs to develop a solid set of nonfiction reading skills: discerning central ideas, summarizing to create a concise version of text, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view and perspective.

In writing workshop, students look closely at the world around them and illuminate social issues in newscasts and investigative reports. This unit will put students squarely in the world of nonfiction writing, where they will hone their writing skills, learn to write to a deadline, and continue the process of becoming increasingly independent and engaged writers and thinkers.

Essential Questions: What is a journalist's duty?
Why is it important to think critically about the news I consume?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

- LinkIt Benchmark Assessments
- Common Lit Assessments
- [Alternative Assessments](#)
 - [Published Writing](#)
 - One published school issue (short piece)
 - One published [community issue article](#) (long piece)
 - [On Demand Writing](#)
 - On-Demand Informational Piece
- [Formative Assessments](#)
- Student Conferences
- [Notebooks](#)
- IXL
- Anecdotal Records
- Progress Monitoring

Instructional Materials:

- Notebooks
- *Tapping the Power of Nonfiction*

- Optional Nonfiction Book Club Selections:
 - *Rising Above: How 11 Athletes Overcame Challenges in Their Youth to Become Stars* by Gregory Zuckerman
 - *Chew on This* by Eric Schlosser and Charles Wilson
 - *A Dream of Freedom* by Diane McWhorter
 - *My Family Divided* by Diane Guerrero and Erica Moroz
 - *We Are Displaced* by Malala Yousafzai
- [Book Club Resources](#)
- Online resources from Heinemann website(use code inside your Unit of Study Book)
- Read Aloud Texts (Suggested in *Tapping Into The Power of Nonfiction*)
 - *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser
 - A selection from the article “The Battle Over GMOs” by Alexandra Potenza
 - The article “So What Is Genetic Engineering?”
 - The article “Labels for GMO Foods Are a Bad Idea.”
 - The article, “Scientists Make a Better Potato.”
- Videos
 - [“Seeing Red: The Flavr Savr Tomato”](#)
 - [Best Ted Talks For Middle School](#)
 - Clips of Ted Talks
 - Chimamanda Ngozi Adichie
 - Ben Kacyra
 - Christien Meindertsma
- *Investigative Journalism*
- [Techniques for Making Short Writing Powerful](#)
- [Community Issues Research Organizer](#)
- [Interview Request Template](#)
- [Investigative Journalism Hybrid Checklist](#)
- [New Jersey Student Learning Standards- NJSL](#)
- [Units of Study Middle School Writing](#)
- [Units of Study Middle School Reading](#)
- [Units of Study Resources](#) (use registration code and select My Online resources for grade level)
- [Reading Strategies Book & Writing Strategies Book](#) by Jennifer Serravallo
- [TC Advancing Literacy Video Library](#)
- [CommonLit Crosswalks](#)

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- [IXL](#)
- [IXL Skill Plans](#)

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
<p>Reading</p> <p>Read Aloud: Reading with Engagement and Fascination Right from the Introduction</p> <p>Plan and hold each other accountable in memoir book clubs</p> <p>Generating Questions and Ideas that Spark Rich Conversations</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Orient themselves to a nonfiction text by reading the front matter closely to formulate questions and grow initial ideas. ● Prepare themselves to bring significant parts of their books to book club discussions. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> ● Read-Aloud plan in book, using <i>Fast Food Nation</i> by Eric Schlosser. Teach students that readers orient themselves to nonfiction text by reading the front matter closely to formulate thoughts, questions, and grow initial ideas (p. 5-12). ● Members of a book club have the added responsibility of being accountable to the other members of their club. Each book club will create a reading calendar that has them finished with their memoir in two weeks, and sets deadlines for two book club discussions. ● Teach students about high quality book club conversations and how you become prepared while reading by generating ideas, questions, and jotting inner thinking (p. 14-18). <p>Reading:</p> <ul style="list-style-type: none"> ● Model using the class as one big book club. Read an excerpt from your read aloud, pause to model how you notice a fascinating part. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Reference Anchor Chart, "To Make the Most of Your Nonfiction Chapter Books" found in online resources. Students will independently read their nonfiction books paying attention to front matter and create 	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.PP.8.5. Analyze how an author conveys or develops their perspective or</p>

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			<p>a plan to notice and annotate fascinating parts.</p> <ul style="list-style-type: none"> Work on nonfiction reading skills with nonfiction notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share ideas collected for the first book club discussion (focus on ideas, questions, and fascinating ideas within the topic). 	<p>purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.</p> <p>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.</p>
<p>Writing: School Issue Newscast</p> <p>Journalists Develop Their Powers of Observation to Capture Events</p> <p>Turning Moments of Drama into Cogent Newscasts</p> <p>Researching and Reporting Experience</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Observe the world closely, capturing the who, what, where, when and why of events within the concise and captivating new stories. Get ideas from potential news stories by closely observing the world around them, looking for the out-of-the-ordinary, for heightening emotion, or for a storyline that occurs underneath the main events. They will use their observations as starts to newscasts. Learn that newscasters turn to and research past events, but they write differently from personal narrative writers - they write in the third person, telling the facts and maintaining a nonfiction, journalistic tone. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students that journalists notice small life dramas to capture the <i>who, what, where, when, why</i> of dramas (p. 2-6). Teach students that journalists notice potential news stories (p. 13-17). Teach students to step out of their role as the protagonist of their lives and become the role of an outside observer (p. 25-29). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will capture on paper the event from the mini-lessons. Students will compare their work (p. 7-8). Students will list potential stories (p. 18-20). Students will set writing goals and will draft two newscast stories (p. 29-31). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on journalistic writing skills with independent writing, IXL Skills, Common Lit, and other independent activities IXL Skills <ul style="list-style-type: none"> Identify adjectives Order adjectives 	<p>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.</p> <p>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.</p> <p>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.</p> <p>A. Introduce a topic clearly, previewing what</p>

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			<ul style="list-style-type: none"> ○ Identify adverbs ○ Identify pronouns and their antecedents ○ Use the pronoun that agrees with the antecedent ○ Identify vague pronoun references ○ Read and understand informational passages ○ Compare passages for tone ○ Describe the difference between related words ○ Organize information by topic ○ Correct capitalization errors ○ What does the punctuation suggest? <p>Share</p> <ul style="list-style-type: none"> ● Pair/share, exit ticket, whip around the room, or teacher selection to share excerpts of newscasts highlighting the 5 Ws of observation and 3rd person point of view. 	<p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section (e.g., sentence, part of a</p>
<p>Reading</p> <p>Determining Central Ideas</p> <p>Rethinking Initial Ideas</p> <p>Learning from the Stories Embedded in Nonfiction Texts</p> <p>Discuss Nonfiction in First Book Club Discussion</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Determine central ideas by fitting details together. ● Generate initial ideas about what a text teaches, and then revise them as they get more information. ● Pay particular attention to the stories embedded in their texts, considering how those stories fit with the author's central ideas. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> ● Teach students how to determine a text's central ideas by studying important details. Now try this work in a text, read a part of <i>Fast Food Nation</i> and have students listen for the details that are important (p. 22-26). ● Teach students how experienced readers are alert to new details and revise their thoughts on central ideas. Use read-aloud to model this strategy (p. 30-33). ● Teach students about how narrative and nonfiction are connected and how it is determined through author's central ideas. (p. 38-42). <p>Reading:</p>	

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			<ul style="list-style-type: none"> Shared reading of <i>Fast Food Nation</i> while working on central idea and learning from embedded stories. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on nonfiction reading skills with nonfiction notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. First book club discussion <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share central ideas and how embedded anecdotes work to develop the central idea. First book club discussion reflection 	<p>paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.</p> <p>.</p> <p>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.</p>
<p>Writing: School Issue Newscast</p> <p>Making Short Nonfiction Writing Pack a Punch</p> <p>Setting Ambitious Goals and Publishing</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Study the work of nonfiction experts and make their own short writing powerful with specific nonfiction techniques. Set ambitious goals and use tools such as checklists to help measure their own progress and achievements. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students to use specific techniques to make words, phrases, and lines add life to a writing piece (p. 35-39). Teach students to think about <i>what</i> and <i>how</i> they are writing. Teach students to use tools, checklists, and other measures (p. 46-51). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will revise their writing using new techniques and raise the level of detail and focus (p. 40-41). Students will use checklists and tools to improve their writing (p. 51-52). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on journalistic writing skills with independent writing, IXL Skills, Common Lit, and other independent activities IXL Skills <ul style="list-style-type: none"> Identify adjectives Order adjectives 	<p>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.</p> <p>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.</p> <p>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</p>

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			<ul style="list-style-type: none"> ○ Identify adverbs ○ Identify pronouns and their antecedents ○ Use the pronoun that agrees with the antecedent ○ Identify vague pronoun references ○ Read and understand informational passages ○ Compare passages for tone ○ Describe the difference between related words ○ Organize information by topic ○ Correct capitalization errors ○ What does the punctuation suggest? <p>Share</p> <ul style="list-style-type: none"> ● Pair/share, exit ticket, whip around the room, or teacher selection to give specific feedback from the checklist. 	<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or</p>
<p>Reading</p> <p>Building Up a Bit of Background Knowledge When You Encounter a New Topic</p> <p>Drawing on All You Know to Tackle New Projects with More Skill</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Draw on tried-and-true strategies to begin learning about a topic when researching . ● Draw on what they know about reading nonfiction chapter books to help them read short texts in their nonfiction text sets with more skill and confidence. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> ● Teach students to build background knowledge on new topics with an article and anchor chart (p. 64-69). ● Teach students to refer to schema and background knowledge when reading nonfiction and building a text set. (p. 71-75). <p>Reading:</p> <ul style="list-style-type: none"> ● Shared reading of an article that further explores a subtopic in <i>Fast Food Nation</i> while working on annotating and notetaking that will help students do a deep dive into the subtopic. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● Students work with their book clubs to brainstorm subtopics within their book club books and gather articles to do a deep dive into those subtopics. 	

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			<ul style="list-style-type: none"> Work on nonfiction reading skills with nonfiction notebook entries, book club reading, IXL, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share subtopics and the articles students have found for their deep dive text sets. 	<p>justify their own views in light of the evidence presented.</p> <p>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.</p>
<p>Writing: Community Issue Article</p> <p>Journalists Delve Deeply to Reveal Underlying Issues</p> <p>Harnessing Narrative Craft to Reveal Central Ideas and Stir Empathy</p> <p>Harnessing Narrative and Information Writing Techniques to Engage The Reader</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Investigate issues in their community, put themselves where the stories are, and craft stories to illuminate the underlying issues. Draw on what they know about writing narrative to help them hone their narrative nonfiction. Write facts to convey a bigger truth and they can build tension using narrative and information writing to shuttle readers toward the bigger truth. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students to investigate issues that matter in their community and craft news stories to illuminate those issues (p. 62-66). Teach students to develop the action, dialogue, and setting and use these techniques to reveal their central ideas and inspire readers to feel compassion (p. 74-79). Teach students that journalists use narrative and information techniques to engage readers' interests and move towards a bigger truth (p. 84-87). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will create ideas to investigate and seek related stories that illuminate issues that matter to the writer and the community (p. 67). Students will add to their writing using narrative craft (p. 80). Students will brainstorm a list of community experts they can interview and develop interview quesitons. Students will continue to write their stories focusing on the lense of building tension to lead their reader toward their central ideas (p. 88). Students will develop 	<p>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.</p> <p>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.</p> <p>SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>

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			<p>survey questions to present to their peers in order to gather statistics for their articles.</p> <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> • Work on journalistic writing skills with independent writing, IXL Skills, Common Lit, and other independent activities • IXL Skills <ul style="list-style-type: none"> ○ Form a use plural nouns: review ○ Form a use plurals, singular possessives, and plural possessives ○ Order topics from broadest to narrowest ○ Choose between subject and object pronouns ○ Identify sensory details ○ Distinguish facts from opinions ○ Positive and negative connotation ○ Interpret the meaning of an allusion from its source ○ Correct errors in everyday use ○ Correct errors with frequently confused words ○ Identify active and passive voice ○ Rewrite the sentence in active voice ○ Simple past, present, and future tense: review <p>Share</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, or teacher selection to share ideas for expert interviews, survey questions, and successful narrative techniques that inspire readers. 	<p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</p> <p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Reading</p> <p>Synthesizing Across Texts</p> <p>Getting to Know the Lingo of Your Topic</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Consider how the information they are learning fits with, extends or contradicts what they have read earlier. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Teach students how to synthesize across texts (p. 85-88). • Teach students that vocabulary is linked to the key concepts of a text (p. 98-101). 	<p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>

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		<ul style="list-style-type: none"> Sort and re-sort key words, considering how they fit together. 	<p>Reading:</p> <ul style="list-style-type: none"> Shared reading of an article that further explores a subtopic in <i>Fast Food Nation</i> while working on synthesizing across multiple texts and identifying and sorting key words on the topic. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Work on nonfiction reading with nonfiction notebook entries, book club reading, IXL Skills, Common Lit, and other independent activities. Students gather ideas from their text sets to bring to the final book club discussion. <p>Share:</p> <ul style="list-style-type: none"> Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share key vocabulary on a topic and how ideas either fit together or contradict each other across articles and book club books. 	<p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>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).</p> <p>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.</p>
<p>Writing: Community Issue Article</p> <p>Elaborating to Deepen Readers' Connections</p> <p>Writing Partners Have Each Other's Backs</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Elaborate to deepen readers' connections, often by considering the connotations of language, and crafting allusions and analogies that will suggest associations for their readers. Form strong writing partnerships to strengthen each other's writing and help prepare for publishing by using techniques such as thoughtful questioning, rehearsing writing, and giving feedback. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students that journalists often elaborate to deepen reader's connections by crafting allusions and analogies to make profound associations (p. 96-101). Teach students how effective writing partners work and recreate a powerful partner talk using a 'fishbowl' (p. 108-112). <p>Independent Writing</p> <ul style="list-style-type: none"> Students will be reminded of the deadlines as they continue to develop their draft or write a new piece (p. 101). Students have partner conversation and then continue to develop their writing (p. 112). 	<p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning</p>

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			<p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> • Work on journalistic writing skills with independent writing, IXL Skills, Common Lit, and other independent activities • IXL Skills <ul style="list-style-type: none"> ○ Form a use plural nouns: review ○ Form a use plurals, singular possessives, and plural possessives ○ Order topics from broadest to narrowest ○ Choose between subject and object pronouns ○ Identify sensory details ○ Distinguish facts from opinions ○ Positive and negative connotation ○ Interpret the meaning of an allusion from its source ○ Correct errors in everyday use ○ Correct errors with frequently confused words ○ Identify active and passive voice ○ Rewrite the sentence in active voice ○ Simple past, present, and future tense: review <p>Share</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, or teacher selection to share successful craft moves and feedback from the checklist. 	<p>of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations</p>
<p>Reading</p> <p>Developing Carefully Curated Text Sets</p> <p>Final Book Club Discussion</p>	<p>Week 5</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Assemble a carefully curated selection of texts, which represents the must-read titles on their topic. • Synthesize information across texts in a book club discussion. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Explain curation - "When Curating a Text Set" Chart (p. 111). <p>Reading:</p> <ul style="list-style-type: none"> • Think aloud curating a text set for a subtopic in <i>Fast Food Nation</i>. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • Work on nonfiction reading skills with nonfiction notebook entries, book club 	

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			<p>reading, IXL, Common Lit, and other independent activities.</p> <ul style="list-style-type: none"> • Final book club discussion (book club book and text set) <p>Share:</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, book club check-in, or teacher selection to share • Final book club discussion reflection 	<p>(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>Writing: Community Issue Article</p> <p>Attending to Voice and Verb Tense when Editing for Publication</p>	<p>Week 5</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Give feedback to each other and themselves after this quick publishing, using the checklists they have come to know to monitor their progress. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> • Teach students how to edit as journalists focus on verb tense and voice (p. 115-118). <p>Independent Writing</p> <ul style="list-style-type: none"> • Students edit their writing using editing tools, checklists, and partners (p. 118). <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> • Work on journalistic writing skills with independent writing, IXL Skills, Common Lit, and other independent activities • IXL Skills <ul style="list-style-type: none"> ○ Misplaced modifiers with pictures ○ Identify main verbs and helping verbs ○ Use the correct subject or verb ○ Recognize the parts of a Works Cited entry (MLA 8th-9th editions) ○ Use in-text citations (MLA 8th-9th editions) ○ Identify plagiarism <p>Share</p> <ul style="list-style-type: none"> • Pair/share, exit ticket, whip around the room, or teacher selection to share excerpts of community issue articles that meet or exceed expectations on the Investigative Journalism Hybrid Checklist. 	

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<p>Reading</p> <p>Crafting TED Talks to Get Others Fascinated by Your Topic</p>	<p>Week 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Deliver a quick, informal talk to share their knowledge about the topics they've researched. 	<p>Refer to <i>Tapping the Power of Nonfiction</i> for Instructional Activities:</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Show example TED Talks: "Best TED Talks for Middle School." What does this TED Talker do that we could also do? (p. 149). <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Students watch, plan, and makes notes for their speech. <p>Share:</p> <ul style="list-style-type: none"> Students reflect on what they've learned from each other's Ted Talks. 	
<p>Writing: On-Demand and Celebration</p> <p>On-Demand Informational Assessment</p> <p>Publication and Celebration</p>	<p>Week 6</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Use all that they know about information writing to write not just well, but also quickly and with flexibility. Publish and celebrate their investigative journalism work. 	<p>Refer to <i>Investigative Journalism</i> for Instructional Activities:</p> <p>On-Demand Mini-Lesson</p> <ul style="list-style-type: none"> Remind students of all the tools they have to compose an informational piece. <p>Independent Writing</p> <ul style="list-style-type: none"> Day 1: students read a paired text set from Common Lit and choose a method to plan their informational piece. Day 2: Students write an on-demand informational piece in 60 minutes. WeVideo Presentation to present investigative journalism findings <p>Share</p> <ul style="list-style-type: none"> The teacher will highlight excerpts from several students' on-demand informational pieces that meet or exceed expectations on the Performance Pathways Information Rubric. Present WeVideo 	

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

Suggested Modifications by Grade level

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.(Mini Lesson, Independent, and Conferences)

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.(Mini Lesson, Independent, Conferences)

8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.(Independent and Conferences)

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.(Independent and Conferences)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)
- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Interdisciplinary Standards:

Social Studies:

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

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.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information

Science Standards

ESS3.D: Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

ESS3.C: Human Impacts on Earth Systems Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.

Comprehensive Health & Physical Education:

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Unit 5: Test Prep

Summary of the Unit: In this unit, students will prepare for the New Jersey Student Learning Assessment (NJSLA) by developing their skills in literary analysis writing, narrative writing, and research writing. The unit is designed to provide targeted practice and instruction in these key areas, ensuring that students are well-equipped to demonstrate their abilities on the test. Through a combination of reading and writing activities, students will enhance their comprehension, analytical, and composition skills.

Essential Questions:

How do we identify and analyze the key elements of a literary text, such as theme, characterization, plot, and literary devices?

What strategies can we use to gather and use textual evidence to support our interpretations and arguments?

What are the essential elements of a compelling narrative, and how do they work together to tell a complete story?

How can we use dialogue, descriptive details, and pacing to develop characters, setting, and plot in our narratives?

What techniques can we use to revise and improve our writing?

How do we organize and structure a research paper, and why is proper citation important?

What are the different types of questions and prompts we might encounter on the NJSLA, and how can we effectively approach them?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

[Summative Assessments](#)

[Alternative Assessments](#)

[Formative Assessments](#)

Timed Writings

- One Narrative Task
- One Literary Analysis task
- One Research Simulation Task

LinkIt Assessments

NJSLA Practice Assessments

Instructional Materials:

[New Meridian Released Items](#)

[NJSLA Practice website](#)

[Test Prep Resources](#)

[NJSLA Review Packet](#)

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**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading + Writing - Narrative Task	Ongoing Weeks 1 + 2	<p>SWBAT: Prepare for the state standardized test by working through assessments and receiving teacher support based on data analysis.</p> <p>Identify and analyze the elements of narrative structure, including plot, setting, characters, conflict, and resolution</p> <p>Analyze various narrative texts to identify the author's purpose, point of view, and use of literary devices such as foreshadowing, flashback, and symbolism</p> <p>Practice writing narratives that demonstrate effective use of descriptive language, dialogue, and pacing to engage readers and develop plot and characters.</p> <p>Revise their narrative writing to improve coherence, organization, and clarity, focusing on strengthening the introduction, developing the middle, and creating a satisfying conclusion.</p>	<p>Mini-lessons: Choose one released item and have students practice by reading the texts and answering the multiple choice questions. Use other released items as homework for students to practice their reading comprehension skills through narratives. Students will work on different phases of the writing process with released writing tasks. Practice Resources & Analysis</p> <p>Reading and Writing: Students will read texts from previous NJSLA tests</p> <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • IXL.com <ul style="list-style-type: none"> ○ Students must practice their recommended skills on IXL • Teacher Conference <ul style="list-style-type: none"> ○ Conference with struggling students • Small Group: <ul style="list-style-type: none"> ○ Review questions and give in depth support to help understand missed questions <p>Share: Share one area of success in narrative reading or writing</p>	<p>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.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant</p>

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				<p>descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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				<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>RI.PP.8.5. Analyze how an author conveys or develops their perspective or</p>
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				<p>purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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				<p>portrayal of a time, place, or character and a historical account of the same period.</p> <p>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.</p>
<p>Reading + Writing - Literary Analysis Task</p>	<p>Ongoing Weeks 1 + 2</p>	<p>SWBAT: Prepare for the state standardized test by working through assessments and receiving teacher support based on data analysis.</p> <p>Review key literary elements such as plot, characterization, setting, and theme to deepen understanding and application in analysis</p> <p>Analyze a short story or excerpt from a novel to identify and interpret literary devices used by the author</p> <p>Practice constructing thesis statements that effectively articulate the main idea or argument of a literary analysis essay</p>	<p>Mini-lessons: Use previous released tasks and have students practice by reading the texts and answering the multiple choice questions. Use other released items or CommonLit as homework for students to practice their reading comprehension skills through literary analysis.</p> <p>Reading and Writing: Students will read texts from previous NJSLA tests</p> <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • IXL.com <ul style="list-style-type: none"> ○ Students must practice their recommended skills on IXL • Teacher Conference <ul style="list-style-type: none"> ○ Conference with struggling students • Small Group: <ul style="list-style-type: none"> ○ Review questions and give in depth support to help understand missed questions <p>Share: Share one area of success in answering questions on theme, conflict, or point of view.</p>	<p>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.</p> <p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts,</p>

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				<p>definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>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.</p> <p>RI.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.</p> <p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant</p>
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				<p>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.</p> <p>RI.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.</p> <p>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.</p> <p>RI.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.</p> <p>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.</p> <p>RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text</p>
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				<p>contributes to its meaning, tone and style.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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</p>
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				<p>mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Reading + Writing - Research Task Simulation	Ongoing Weeks 1 + 2	SWBAT: Prepare for the state standardized test by working through assessments and receiving teacher support based on data analysis.	Mini-lessons: Use a previous released item and have students practice by reading the texts and answering the multiple choice questions. Use a released item as homework for students to practice their reading comprehension skills through literary analysis.	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.

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		<p>Identify and articulate the key components of a research response, including the introduction, thesis statement, body paragraphs, and conclusion</p> <p>Practice citing sources correctly using a specified format (e.g., MLA or APA) and understand the importance of avoiding plagiarism</p> <p>Analyze sample responses to identify effective organizational structures, use of evidence, and integration of quotes and paraphrases</p> <p>Review strategies for writing strong thesis statements and topic sentences that guide the reader and support the overall argument of the response</p>	<p>Review RST sample responses and have students compare and contrast writing. Predict the scores they believe the samples may have scored and then reveal the scores the samples received.</p> <p>Reading and Writing: Students will read texts from previous NJSLA tests</p> <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> ● IXL.com <ul style="list-style-type: none"> ○ Students must practice their recommended skills on IXL ● Teacher Conference <ul style="list-style-type: none"> ○ Conference with struggling students ● Small Group: <ul style="list-style-type: none"> ○ Review questions and give in depth support to help understand missed questions <p>Share: Share one area of success in nonfiction reading or research writing</p>	<p>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.</p> <p>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.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal or academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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</p>
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				<p>literary text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI.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.</p> <p>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.</p> <p>RI.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.</p> <p>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,</p>
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				<p>including across literary and informational texts.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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</p>
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				<p>what is emphasized or absent in each work.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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				disagree on matters of fact or interpretation.
Reading + Writing - Final Review	Ongoing Weeks 1 + 2	<p>SWBAT: Prepare for the state standardized test by working through assessments and receiving teacher support based on data analysis.</p> <p>Identify and articulate the key components of a research response, including the introduction, thesis statement, body paragraphs, and conclusion</p> <p>Practice citing sources correctly using a specified format (e.g., MLA or APA) and understand the importance of avoiding plagiarism</p> <p>Analyze sample responses to identify effective organizational structures, use of evidence, and integration of quotes and paraphrases</p> <p>Review strategies for writing strong thesis statements and topic sentences that guide the reader and support the overall argument of the response</p>	<p>Mini-lessons: Review checklists and encourage students to show their best work on the assessment.</p> <p>Reading and Writing: Students will read texts from previous NJSLA tests and CommonLit to prepare for the state test.</p> <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • IXL.com <ul style="list-style-type: none"> ○ Students must practice their recommended skills on IXL • Teacher Conference <ul style="list-style-type: none"> ○ Conference with struggling students • Small Group: <ul style="list-style-type: none"> ○ Review questions and give in depth support to help understand missed questions <p>Share: Share their favorite kind of genre of reading that we have studied so far this year.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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				<p>types, including across literary and informational texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RL.MF.8.6. Evaluate the choices made (by the authors, directors or actors)</p>
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				<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.CT.8.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural</p>
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				<p>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.</p> <p>.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> 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.
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				<p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>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).</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as</p>
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				<p>a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>B. Use the relationship between particular words</p>
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				<p>to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. (Mini Lesson, Independent Work, Conferencing and Share)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)
- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Social Studies:

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Comprehensive Health & Physical Education:

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Unit 6: Impact Poetry

Summary of the Unit: This unit will teach students how to read poetry. Students will understand that this format can make an impact on its audience in a way no other format can. Reading meaningful poems will lure students into academic and analytical thinking- thinking that will be rigorous, but will also have many access points. There is no place where the work of close reading is better put to use than in the study of poetry. Students will also make words do more work more than they normally do, as they write poetry independently and collaboratively. This work of writing “on more than one level” will support students’ understanding of how figurative language and symbolism work to create an impact for themselves, their audience, and the world.

Essential Questions: How does poetry impact your understanding of self, others, and the world?

How do choices impact our lives?

How do circumstances impact our choices?

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- [Summative Assessments](#)
 - LinkIt Benchmark Assessments
 - Common Lit Assessments
- [Alternative Assessments](#)
 - Two Published Poems
 - Poetry Slam Performance
- [Formative Assessments](#)
 - Student Conferences
 - Reader/Writer Notebooks
 - IXL
 - Anecdotal Records
 - Progress Monitoring
 - Writing Samples and Rough Drafts
 - Student Presentations of Ideas and Writing
 - Student Self-Reflections
 - Anecdotal Records
 - Progress Monitoring

Instructional Materials:

- Notebooks

- [Head Heart Conscience Graphic Organizer](#)
- Mentor Texts:
 - [Poetry Mentor Texts Collection](#), MORE TO BE ADDED FROM COMMONLIT
 - Core Novel: *Clap When You Land*, by Elizabeth Acevedo
- [How to Eat a Poem: Analyzing Craft and Structure](#)
- [How to Eat a Poem Anchor Chart](#)
- [Poetry Vocabulary Chart](#)
- The Teaching Channel: [Socratic Seminars: Patience and Practice](#)
- [Socratic Seminar Organizer](#)
- [Poems for Two Voices](#)
- [Major Grade Poem Requirements and Rubric](#)
- [New Jersey Student Learning Standards- NJSL](#)
- [Units of Study Middle School Writing](#)
- [Units of Study Middle School Reading](#)
- [Units of Study Resources](#) (use registration code and select My Online resources for grade level)
- [Reading Strategies Book & Writing Strategies Book by Jennifer Serravallo](#)
- [TC Advancing Literacy Video Library](#)
- [CommonLit Crosswalks](#)
- [IXL](#)
- [IXL Skill Plans](#)

*Please include resource links in the boxes above.

Topic/ Selection	Suggested Timeline	General Objectives	Instructional Activities	New Jersey Student Learning Standards
Reading Introductory Activity: Investigate the Impact of Slam Poetry	1 Day	SWBAT: investigate slam poetry through the lenses of head, heart, and conscience.	Mini-lesson: <ul style="list-style-type: none"> ● Turn and talk about general feelings/experiences with poetry and/or slam poetry. 	RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly

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			<ul style="list-style-type: none"> • Present the unit's essential question. • Explain that poetry should be experienced at least twice. First, experience for enjoyment. During the second experience, read closely. <p>Independent Work/Centers</p> <ul style="list-style-type: none"> • Students will watch each slam poetry video twice. On the second viewing, they will use the Head Heart Conscience graphic organizer to read closely through the lenses of head, heart, and conscience. <p>Share:</p> <ul style="list-style-type: none"> • Students pick one thought to share with their partner/group. 	<p>support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>
<p>Reading</p> <p>Read and analyze poems by section: "Carrying the Torch."</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Conduct an inquiry by making concrete observations first, noticing what poems are like, what kinds of topics they cover, and any other aspects of writing that they notice on first reads. • Study fluency and themes in poetry. • Read through a poem once silently, then read the poem through one time out loud, and finally, being to think through each part. • Analyze poetry in a socratic seminar. 	<p>Suggested poems in the Poetry Mentor Texts Collection</p> <p>Refer to link for Instructional Activities: How to Eat a Poem: Analyzing Craft and Structure</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Discuss the saying, "carry the torch." What does it mean literally? What might it mean figuratively? • Build background on the authors: Tupac Shakur and Langston Hughes • Teach students to make observations, noticing poetry features and their topics. Follow the plan and chart in the curricular calendar using a poem (p. 5). <p>Reading:</p> <ul style="list-style-type: none"> • Shared reading of <i>Clap When You Land</i>, by Elizabeth Acevedo while working on close reading, fluency,, and themes. • Model how to closely read and annotate "The Rose That Grew From Concrete" using the How to Eat a Poem Anchor Chart. Compare the students' theme sentences to Tupac's interpretation. • Teach students how to have a collaborative discussion in a socratic seminar. Use The Teaching Channel's Socratic Seminars: 	<p>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.</p> <p>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.</p> <p>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</p>

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			<p>Patience and Practice video to teach the socratic seminar format.</p> <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> Students independently or with a partner read and annotate “I, Too” and “Mother to Son” Inner and outer circle partners prepare for the socratic seminar by organizing their annotations to respond to the unit essential questions or any of the additional questions in the Socratic Seminar Organizer. Work on analyzing poetry with independent reading, IXL, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none"> Exit ticket, whip around the room, or teacher selection to share specific annotations or theme sentences for independently read poems Add examples of figurative language and poetic devices the students have found to the Poetry Vocabulary Chart. Socratic seminar discussion 	<p>and that of the audience or reader (e.g., created through the use of dramatic irony).</p> <p>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.</p> <p>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.</p>
<p>Writing</p> <p>Finding Poems in Old Writing Projects</p> <p>Looking to the World for Inspiration</p> <p>Asking Unanswerable Questions</p>	<p>Week 1</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Draw inspiration for poetry from their lives and the world around them as well as old writing pieces. Shift the focus from what poets do to what a poem does by focusing on a problem that is universal or shared by many. Raise questions about big, unknowable things. Students should ask the really big questions they have about the work through their poetry. 	<p>Refer to <i>If....Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Teach students that poets find poems in their own lives, world, music, and previous writing pieces (p. 78). Teach students to write poems about real-world social issues with different points of views (p. 79). Teach students that poets aren’t afraid to ask unanswerable questions in their writing and can dig deep to raise questions about big unknowable things in the world (p. 79). <p>Independent Writing</p>	

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			<ul style="list-style-type: none"> Students go on a treasure hunt through their own notebooks and lives to create a list about poetry topics Students write several free-verse poems based on their entries, images, and lists Students write poetry focusing on social issues and moving out of their comfort zones Students make a list poem of their questions and write about one of the questions raised <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on writing poetry with independent writing, IXL, Common Lit, and other independent activities. <p>Share</p> <ul style="list-style-type: none"> Partner share poetry ideas or selections of free verse poems for feedback. 	<p>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.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from</p>
<p>Reading</p> <p>Read and Analyze Poems by Section: "Women Activists"</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Study fluency and themes in poetry. Read through a poem once silently, then read the poem one time out loud, and finally, being to think through each part. Recognize that repetition in a poem can be a symbol for something important. Understand all parts of the poem work together to make meaning. Analyze poetry in a socratic seminar. 	<p>Suggested poems in the Poetry Mentor Texts Collection</p> <p>Refer to link for Instructional Activities: How to Eat a Poem: Analyzing Craft and Structure</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Discuss what it means to be an activist. Build Background on Amanda Gorman and Kathy Jetnil-Kijiner Teach students how to explore theme by analyzing poetic techniques, symbol, and repetition (p. 7). Teach students how to understand the parts of the poem and how they work together to make meaning. Model this by using poetry anchor texts (p. 8). <p>Reading:</p> <ul style="list-style-type: none"> Shared reading of <i>Clap When You Land</i>, by Elizabeth Acevedo while working on close reading, fluency, symbolism, and themes. 	

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			<ul style="list-style-type: none">Watch Amanda Gorman’s delivery of “The Hill We Climb.” On the second viewing, instruct half the class to closely read for structure (identify her subtle rhymes) and half the class to closely read for theme (What is “the hill we climb” a metaphor for?). Share and discuss annotations. <p>Independent Work/Centers:</p> <ul style="list-style-type: none">Students do a quotation mingle with selected lines from “2 Degrees” and suggest how their part of the poem contributes to the whole meaning.Students independently or with a partner read and annotate “2 Degrees.”Inner and outer circle partners prepare for the socratic seminar by organizing their annotations to respond to the unit essential questions or any of the additional questions in the Socratic Seminar Organizer.Work on analyzing poetry with independent reading, IXL, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none">Exit ticket, whip around the room, or teacher selection to share specific annotations or theme sentences for independently read poemsAdd examples of figurative language and poetic devices the students have found to the Poetry Vocabulary Chart.Socratic seminar discussion	<p>one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>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</p>
<p>Writing</p> <p>Pay Attention to the Sounds and Meanings of Words</p> <p>Relate the Physical Appearance of a Poem to its Meaning</p> <p>Revise for Craft Again and Again</p>	<p>Week 2</p>	<p>SWBAT:</p> <ul style="list-style-type: none">Read poem draft out loud to hear how a word can convey a lesser or greater intensity or emotion, play around with their word choices, have fun with reciting lines out loud, and try out new words and phrases.	<p>Refer to <i>If...Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none">Teach students how to read drafts of poems out loud and notice difference of word choice (p. 81).Teach students that physical appearance and poem layout can make an impact on a poem (P. 82-83).	

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		<ul style="list-style-type: none"> Revise poems to think about how the length of a poem and the size and style of the font connect to the ideas, images, or stories in the text. Use craft to make changes that best express what they most want to convey to the reader focusing on word choice and figurative language. 	<ul style="list-style-type: none"> Teach students how to revise a poem focusing on craft to make changes that best express what they most want to convey to the reader (P. 83). <p>Independent Writing</p> <ul style="list-style-type: none"> Writers will focus their efforts on reading poems to play around with word choices Writers will revise their poems focusing on appearance and layout Students revise a poem focusing on craft to make changes that best express what they most want to convey to the reader <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on writing poetry with independent writing, IXL, Common Lit, and other independent activities. <p>Share</p> <ul style="list-style-type: none"> Students share a technique used today that added meaning to their poem 	<p>purpose and audience have been addressed.</p> <p>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.</p> <p>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.</p>
<p>Reading</p> <p>Read and Analyze Poems by Section: "Death and Grief"</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Recognize that repetition in a poem can be a symbol for something important. Understand that the last moments of a poem are like a gift. Analyze poetry in a socratic seminar. 	<p>Suggested poems in the Poetry Mentor Texts Collection</p> <p>Refer to link for Instructional Activities: How to Eat a Poem: Analyzing Craft and Structure</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> Discuss different ways people deal with death and grief. Build background on Dylan Thomas and Walt Whitman, specifically how the circumstances of the time period in which they lived impacted their poetry. Teach students how to explore theme by analyzing poetic techniques, symbol, and repetition (p. 7). Teach students how the ending of a poem offers new insight to the rest of the text. Using an anchor poem, re-read the final lines of a poem making sure how to make sense of the text (p.7-8). 	<p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect</p>

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			<p>Reading:</p> <ul style="list-style-type: none">• Shared reading of <i>Clap When You Land</i>, by Elizabeth Acevedo while noticing how repetition can lead to ideas about theme and analyzing last lines in poems.• Read and annotate “Do Not Go Gentle Into That Good Night” with emphasis on how the author uses repetition to create an impactful final image. <p>Independent Work/Centers:</p> <ul style="list-style-type: none">• Students independently or with a partner read and annotate “O Captain, My Captain!” with emphasis on how the author uses repetition to create an impactful final image.• Inner and outer circle partners prepare for the socratic seminar by organizing their annotations to respond to the unit essential questions or any of the additional questions in the Socratic Seminar Organizer.• Work on analyzing poetry with independent reading, IXL, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none">• Exit ticket, whip around the room, or teacher selection to share specific annotations or theme sentences for independently read poems• Add examples of figurative language and poetic devices the students have found to the Poetry Vocabulary Chart.• Socratic seminar discussion	<p>on ideas under discussion.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>Writing</p> <p>Give Special Attention to Endings</p> <p>Experiment with Voice and Word Choice</p>	<p>Week 3</p>	<p>SWBAT:</p> <ul style="list-style-type: none">• Ensure that the last moments of a poem are like a gift to the reader: they usually leave a last special image or often contain a big idea.	<p>Refer to <i>If....Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none">• Teach students that the endings and last moments of poems ae powerful (83).• Experiment with voices, like the second-person and first-person plural, as a	

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Write Collaborative Poetry		<ul style="list-style-type: none"> • Help the reader connect with the ideas of the speaker by focusing on word choice. • Use fluency, inflection, and body language to perform a poem for two voices. 	<p>way to pull readers -- to universalize their ideas.</p> <ul style="list-style-type: none"> • Model how speed, volume, inflection, and body language when performing a poem can enhance the experience, especially when performing a poem for two voices. Partners will prepare and present a poem for two voices. <p>Independent Writing</p> <ul style="list-style-type: none"> • Writers will explore possible endings for their poems trying out multiple ways that their endings could go. • Writers will experiment word choice and voice by changing pronouns. • Groups of two to four students will brainstorm ideas for a poem that they all feel passionate about, and collaboratively write a poem for multiple voices. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> • Work on writing poetry with independent writing, IXL, Common Lit, and other independent activities. <p>Share</p> <ul style="list-style-type: none"> • Students share an ending and how it changed the outcome of their poem • Groups perform their poems for multiple voices 	<p>L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>B. Form and use verbs in the active and passive voice.</p> <p>C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>D. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>
<p>Reading</p> <p>Read and Analyze Poems by Section: "Imagery"</p>	Week 4	<p>SWBAT:</p> <ul style="list-style-type: none"> • Say everything they can about both parts of a comparison, always asking, "Why are these to images or ideas brought together? What do they share?" • Look for symbols in a poem as a way to make more of the text. • Make their thinking about poems visible and show how 	<p>Suggested poems in the Poetry Mentor Texts Collection</p> <p>Refer to link for Instructional Activities: How to Eat a Poem: Analyzing Craft and Structure</p> <p>Mini-lessons:</p> <ul style="list-style-type: none"> • Project a powerful photograph. Ask students to examine the photograph (people, setting, actions, lighting, facial expressions, color, etc.). What stands out to them? What emotions does this image evoke? What is the story you imagine behind this image? This same level of 	

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		<p>their thinking came from the text itself.</p>	<p>imagery can be created through word choice in poetry.</p> <ul style="list-style-type: none"> • Readers try to say everything they can about both parts of a comparison, always asking, “Why are these two images or ideas brought together? What do they share?” (p. 10). • Readers notice how one image that is repeated becomes symbolic throughout the text, or multiple images go together to make up a system of symbols. They ask, “What do these images remind us of? What do they seem to stand for in the world?” (p. 11). • Readers make their thinking about poems visible, and readers show how their thinking came from the text itself” (p. 12). <p>Reading:</p> <ul style="list-style-type: none"> • Shared reading of <i>Clap When You Land</i>, by Elizabeth Acevedo while working on imagery and symbolism. • Read and annotate “Sonnet 18” with emphasis on imagery and the comparison between the author’s subject and a summer’s day. <p>Independent Work/Centers:</p> <ul style="list-style-type: none"> • Students independently or with a partner read and annotate “Nothing Gold Can Stay” and “Chicago” with emphasis on imagery, comparisons the authors make, and how repeated images contribute to bigger symbolic meaning in each poem. • Inner and outer circle partners prepare for the socratic seminar by organizing their annotations to respond to the unit essential questions or any of the additional questions in the Socratic Seminar Organizer. 	<p>F. Use an ellipsis to indicate an omission.</p> <p>G. Recognize spelling conventions.</p> <p>L.KL.8.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>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;</p>
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			<ul style="list-style-type: none"> Work on analyzing poetry with independent reading, IXL, Common Lit, and other independent activities. <p>Share:</p> <ul style="list-style-type: none"> Exit ticket, whip around the room, or teacher selection to share specific annotations or theme sentences for independently read poems Add examples of figurative language and poetic devices the students have found to the Poetry Vocabulary Chart. Socratic seminar discussion 	<p>expressing uncertainty or describing a state contrary to fact).</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Analyze the impact of specific word choices on meaning and tone.</p> <p>C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a</p>
<p>Writing</p> <p>Preparing for the Poetry Slam</p>	<p>Week 4</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Make choices about the poetry they they will perform. 	<p>Refer to <i>If....Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-Lesson</p> <ul style="list-style-type: none"> Ask students to consider which poems they like the best and why, which poems did they enjoy writing the most, and which images they love. Teach students the poetry slam performance rubric. <p>Independent Writing</p> <ul style="list-style-type: none"> Writers continue to perform their poetry for partners and small groups, use the rubric to give feedback on meaning and performance, and revise their poems. <p>Independent Work:/Centers:</p> <ul style="list-style-type: none"> Work on writing poetry with independent writing, IXL, Common Lit, and other independent activities. <p>Share</p> <ul style="list-style-type: none"> Partner feedback Self-reflection with the poetry slam performance rubric 	
<p>Speaking and Listening</p> <p>Slams: Publishing Poems With Flair</p>	<p>Week 5</p>	<p>SWBAT:</p>	<p>Refer to <i>If....Then...Curriculum</i> for Instructional Activities:</p> <p>Mini-lesson</p>	

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		<ul style="list-style-type: none"> Celebrate and publish their poetry by participating in the annual 8th grade Poetry Slam. 	<ul style="list-style-type: none"> Teach and model performance techniques for slam poetry (p. 86). Watch exemplars <p>Independent Writing</p> <ul style="list-style-type: none"> Writers will rehearse their slam poems Writers will continue to revise and edit based on rehearsals Writers will continue to celebrate their poetry by writing their poems in sidewalk chalk outside of the school building. <p>Share</p> <ul style="list-style-type: none"> Peer Feedback Self reflection 	<p>word (e.g., precede, recede, secede).</p> <p>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.</p> <p>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).</p> <p>L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., verbal irony, puns) in context.</p>
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	<p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Computer Science and Design Thinking and Technology Standards:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. (Mini Lesson, Independent Work, Conferencing and Share)

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies (Mini Lesson, Independent Work, Conferencing and Share)

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. (Mini Lesson, Independent Work, Conferencing and Share)

Students will utilize the following devices, subscriptions and websites to meet these standards.

- [Google Apps](#)
- [Nearpod.com](#)
- [WeVideo](#)
- [IXL](#)
- [Common Lit](#)
- [Link It](#)

Interdisciplinary Connections & Career Readiness, Life Literacies & Key Skills:

Interdisciplinary Standards:

Social Studies:

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Comprehensive Health & Physical Education:

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

21st Century Skills/ Career Ready Practices:

9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.