Fair Lawn
Public Schools

Fair Lawn, NJ

Language Arts Gr. 8

August
2015

Revised August 2013, August 2015
Developed August 2011

Language Arts 8 is an English course that was developed by the Fair Lawn English Language Arts Grade 8 Team and aligned to the Grade 8 Common Core State Standards Initiative and Common Core Anchor Standards for College and Career Readiness.

Fair Lawn School District

Committee Credits
Grade 8 English Language Arts Team

Jennifer Bauman

Smita Ganatra

Gary Pankiewicz, Supervisor

Language Arts 8

I. Course Synopsis

The Grade 8 Language Arts course is closely aligned to the English Language Arts Common Core State Standards. The focus of this course is on text analysis and critical thinking, which prepares students to be analytical about resources and ideas as presented in short stories, poetry, media, nonfiction, research, and film. Comprised of four units: "The Power of Ideas," "Facts and Opinions," "Text Analysis," and "Language and Culture," this course mirrors Holt McDougal's Literature (2012) and Holt, Rinehart and Winston's Elements of Literature: Second Course (1993). The readings will either revolve around the historical time periods or reflect the key themes and ideologies of each era explored within the eighth grade Social Studies Curriculum. This Language Arts course focuses primarily on analytical writing, narrative writing, and reader's response through open-ended questions while also affording each student opportunity to practice explanatory writing and compare/contrast writing skills as taught through the eighth grade literature course. Timed and processed writing opportunities will assess a student's ability to compose multi-paragraph responses the require students to use direct quotations, infer, paraphrase and integrate ideas proposed in multiple sources to ultimately promote an original thesis.

II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the Language Arts Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. The course is designed to foster in students an attitude towards learning through research which will help them view our world in terms of long and short-term consequences. Students also will see the importance of connecting historical and contemporary events to the world in which we live to foster an attitude in all students of tolerance and understanding of people, cultures and societies while simultaneously affording each student the skills of persuasion, creative writing, and critical reading paired with a critical response both in writing and speaking. Also, the course promotes the development of 21st century skills in regard to critical thinking and problem solving. Students will be expected to think critically about texts by reading, listening to, and talking about texts- leading to writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays.

In completing these tasks, it is expected that students will develop a better appreciation for literature. A focus on higher-level teacher-directed questions and student-centered opportunity for inquiry-based reading and research support our process. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the Common Core State Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

A. Reading Scaffolding
Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

Reading More
In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students in each marking period (in Language Arts or Literature Connections). Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:
  [A good reader asks…]
  • What reading strategies impact comprehension?
  • How does what you experience in life impact your interpretation of text?
  • What additional perspectives are necessary for an enhanced understanding of the text?
  • What parts of the text are most significant? Why?
  • What is the author's purpose?
  • What do you want to know more about?
  • How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn Language Arts Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.
3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

ACHIEVE 3000 Reading Comprehension Assessment Support

Beginning in September of 2015, all Grade 8 students will participate in the ACHIEVE 3000 Level Set Assessment. This research-based assessment generates a Lexile reading measure for each student. In turn, this assessment data supports differentiated instruction by engaging students in texts at their independent reading levels with consistent challenge to improve nonfiction reading skills.

Writing Scaffolding

Writing instruction in the Fair Lawn Language Arts Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process.   Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks…]:
- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

Tools for writing development are integrated in the grade-specific textbook. In particular, a hard copy of the *Common Core Edition Holt McDougal Literature* textbook is available in the classroom's workshop approach, while an online copy of the text is available to students at home.

In addition, the Fair Lawn Language Arts Department uses the *Purdue Online Writing Lab (OWL) web site (http://owl.english.purdue.edu/)* as a resource for facilitating the academic writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Teachers create teaching points for writing instruction in collaboration in planning and with Fair Lawn students in mind.

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing (http://www.parcconline.org/for-educators). These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn Language Arts students in mind. For example, the Fair Lawn Language Arts Department and Social Studies Department collaborated on an integrated expectation for document-based essay writing across the two subjects. These writing plans are shared in a department Google Drive. In addition, each writing assignment is supported with a clear writing expectation as represented in a writing rubric.

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Marking Period 1	Marking Period 2
Unit 1 Theme: Plot and Conflict; Character and Point of View; Setting and Mood Core Texts: • "The Tell-Tale Heart" Edgar Allan Poe (Literature, p. 80, Elements, p. 132) • "The Landlady" Roald Dahl (Elements, p. 198)http://mysite.verizon.net/zila84/_llady.pdf • "The Cask of Amontillado" Edgar Allan Poe http://www.literature.org/authors/poe-edgar-allan/amontillado.html • AUDIO: http://www.loudlit.org/audio/cask/pages/01_01_cask.htm • "The Ransom of Red Chief" O. Henry (Literature, p. 36, Elements p. 66) • The Ransom of Red Chief (DVD-1998) • "Raymond's Run" by Toni Cade Bambara (Literature, p. 50, Elements p. 152) • "The Hitchhiker" Lucille Fletcher read by Orson Welles (Sept. 2, 1942) http://www.escape-suspense.com/2007/03/suspense_the_hi.html • "Sorry, Wrong Number" Lucille Fletcher http://www.escape-suspense.com/2008/11/suspense---sorry-wrong-number.html • "By the Waters of Babylon" Stephen Vincent Benét (Elements p. 109) Writing Focus: Narrative and Literary Analysis	**Unit 2** Theme: Part 1- Poetry; Part 2- Facts & Opinions Core Texts: • "Willow and Gingko" Eve Merriam • "Introduction to Poetry" Billy Collins • "the lesson of the moth" Don Marquis • "Mother to Son" Langston Hughes (Interactive Reader) • "Stopping by Woods on a Snowy Evening" by Robert Frost • "The Road Not Taken" by Robert Frost • "The Spider Man Behind Spider-Man" by: Bijal Trivedi National Geographic News • http://news.nationalgeographic.com/news/2002/05/0502_020502_TVspiderman_2.html • Timely *Upfront Magazine* articles Writing Focus: Text-based Analysis and Synthesis

Marking Period 3	Marking Period 4
Unit 3 Theme: Style, Voice and Tone Core Texts: (Fiction) "The Lady, Or the Tiger?" Frank R. Stockton (Nonfiction) "Behind Monty Hall's Doors: Puzzle, Debate and Answer?" John Tierney Published: July 21, 1991 http://www.nytimes.com/1991/07/21/us/behind-monty-hall-s-doors-puzzle-debate-and-answer.html (Poetry) "Oh Captain, My Captain" by Walt Whitman (Fiction) "The Secret Life of Walter Mitty" by James Thurber (Fiction) "The Lottery" by Shirley Jackson Writing Focus: Argument Writing	**Unit 4** Theme: Greek Mythology: Cultural Legacies Core Text Selections of Mythology: - Pandora's Box - Narcissus - Demeter and Persephone - Icarus and Daedalus - Midas - Dionysus - Heracles Writing Piece Options: Narrative

Continuous Units (These units are taught throughout the school year):

Unit 5: Vocabulary
1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Unit 6: Literary Terms
1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 8: Grammar
1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

IV. Unit Descriptions

Unit 1: Plot and Conflict; Character and Point of View; Setting and Mood

Enduring Understandings:
Students will understand the elements of a short story, and how a short story differs from other literary genres. Students will understand that a story is reflective of cultural and societal values of the time in which it is written. Students will understand that interpretations must be supported by textual evidence.

Essential Questions:
1. How does conflict drive the plot?
2. How do writers create characters that come to life for the reader?
3. How do the setting and mood of a story affect characters and create conflicts?

First Marking Period Independent Reading: Nonfiction selection with choice of project/presentation

Essential Questions:
1. When given the opportunity, how will I choose a book for enjoyment?
2. What specific strategies should be employed when reading the nonfiction genre?
3. How can I most effectively share what I've learned with peers?

Learning Objectives:
Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive standards are available at: http://www.corestandards.org/ELA-Literacy/. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE provide model curriculum for Grade 8 (including ESL exemplars) at: http://www.state.nj.us/education/modelcurriculum/ela/exemplars/8.pdf.

Learning Targets Aligned to Grade-Specific Common Core State Standards

College and Career Readiness:

RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

W2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a.   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

   e. Establish and maintain a formal style.

   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

   a.   Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

   b.   Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show te relationships among experiences and events.

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

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

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

W5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

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

SL1 - 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.

Technology standards (http://www.state.nj.us/education/cccs/2009/8.pdf)

- ✓ 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

Workplace readiness standards
(http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf):

- ✓ 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.

21st Century Content Standards (http://www.nj.gov/education/cccs/2014/career/93.pdf):

- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
Select from the following. (1-2 weeks per story) "The Cask of Amontillado" "The Tell-Tale Heart" "The Landlady" "Sorry, Wrong Number" "The Hitchhiker" "Raymond's Run" "The Ransom of Red Chief" "By the Waters of Babylon"	Students will be able to: Analyze how incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CCSS ELA-Literacy RL.8.3 Identify plot stages, conflicts, and subplots. CCSS ELA-Literacy RL.8.3. Analyze suspense. CCSS ELA-Literacy RL.8.4. Make inferences and cite evidence to support them. CCSS ELA-Literacy RL.8.1. Analyze different points of view and the effects they create. CCSS ELA-Literacy RL.8.6. Analyze how dialogue or incidents in a story reveal aspects of a character. CCSS ELA-Literacy RL.8.3.	• Explore author's background as an anticipatory lesson. • Complete a story map, including plot stages, conflicts, etc. • Provide an objective summary of the text. • Discuss characterization (direct, indirect) methods used by the author. • Review MLA format for in-text citations, and cite from the text accurately. • Discuss how point of view affects the story. • Discuss the use of unreliable narrators. • Analyze how the author's use of foreshadowing, suspense, and irony impacts a story. • Write a prologue or epilogue to "The Cask of Amontillado". • "The Tell-Tale Heart" for struggling readers: listen to the text read aloud; target certain passages to ensure that students focus on key story events, concepts and skills. • "The Tell-Tale Heart" for English language learners: point out Poe's unconventional sentence structure and punctuation; read the story to students and stop after targeted passages to ensure student understanding.

	Infer characters' motivations. CCSS ELA-Literacy RL.8.1 Determine a theme or central idea of a text and analyze its relationship to the characters and setting. CCSS ELA-Literacy RL.8.2. Identify and analyze mood. CCSS ELA-Literacy RL.8.4. Write informative or explanatory paragraphs or essays to analyze aspects of literature. CCSS ELA-Literacy W.8.2. Write narratives to extend the stories studied in class (i.e., write a sequel; a narrative from a different character's point of view, etc.) CCSS ELA-Literacy W.8.3.	• "The Tell-Tale Heart" for advanced learners: challenge students to analyze how Poe deviates from traditional rules of grammar to emphasize the deterioration of the narrator's mind. Provide guidance by pointing out examples on the first page (sentence fragments, odd placement of punctuation, unconventional word order). Ask students to share with the class. • Work collaboratively to prepare a "police report" of the crime in "The Landlady", recording details cited from the text about the suspect, victim, location, etc; draw conclusions based on evidence collected. • Write a literary analysis essay comparing and contrasting the villains from any two of the four stories; supporting claims with relevant evidence from the texts. *Specific documents can be found on the 8th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.*

Supplemental Resources:

- "The Landlady" Roald Dahl
  http://mysite.verizon.net/zila84/_llady.pdf
- "The Cask of Amontillado" Edgar Allan Poe
  http://www.literature.org/authors/poe-edgar-allan/amontillado.html
- AUDIO: http://www.loudlit.org/audio/cask/pages/01_01_cask.htm
- "The Hitchhiker" Lucille Fletcher read by Orson Welles (Sept. 2, 1942)
  http://www.escape-suspense.com/2007/03/suspense_the_hi.html
- "Sorry, Wrong Number" Lucille Fletcher
  http://www.escape-suspense.com/2008/11/suspense---sorry-wrong-number.html
- "Revenge is Sweet" article: Compare/contrast paragraph structure
- Nonfiction:revenge-rarely-sweet,"How to Forgive and Forget"
- Poetry: Blake's "A Poison Tree"
- Rubric:Compare/Contrast Rubric

Unit 2:   Poetry (4-5 weeks); Facts & Opinions (4-5 weeks)

Enduring Understanding:

Poetry (Part One of this unit) allows students to engage with language in a unique and creative way. Students will understand that poems are read for pleasure, instruction, and enlightenment. They will recognize the connection between the poet's life experience and his/her poetry. Students will understand the purpose of imagery and sound devices and emulate what they have learned in their own poetic compositions.

Part Two of this unit will engage students in assessing factual information presented in a variety of formats--magazines, textbooks, newspapers, etc. They will learn to assess the credibility and trustworthiness of sources and use the Internet appropriately.

Essential Questions: (Poetry)
1. How do literary devices such as simile, metaphor, personification, alliteration, and imagery serve to enhance the meaning of a poem?
2. In what ways do poets use rhyme and rhythm?

Essential Questions: (Facts & Opinions)
1. Where do you get your facts?
2. Whom can you believe?
3. How can learning informational reading strategies help me now and in my future?

Learning Objectives:

Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: http://www.corestandards.org/ELA-Literacy/. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE provide model curriculum for Grade 8 (including ESL exemplars) at: http://www.state.nj.us/education/modelcurriculum/ela/exemplars/8.pdf.

The goals and objectives are to aid the students in understanding and appreciating a variety of genres--in this case poetry and nonfiction. Part One of the unit incorporates vocabulary necessary for the study of literature (figurative language and elements of poetry) as well as recognizing the different types of poems dealing with many topics. This lesson also helps students learn to understand and appreciate the different poets rhythms and styles. Finally, students learn to write and illustrate expressing themselves through the use of imagery and mood. Part Two of the unit familiarizes students with nonfiction texts and how information is presented uniquely in nonfiction in comparison to fiction and poetry. Students will identify text features (title, subheadings, sidebars, and bullets); determine the main idea and locate supporting details; and summarize a nonfiction source.

Learning Targets Aligned to Grade-Specific Common Core State Standards College and Career Readiness:		
Timeframe	**Objectives**	***Activities**
8-10 weeks	Students will be able to: CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature,	In order to understand poetry certain practices need to be discussed and followed: • Since poetry uses figurative language and does not always directly state the author's meaning, discuss the importance of reading poems at least three times. The first time will be for vocabulary, stopping to look up unfamiliar words. The second time it is read for understanding — noting the figurative language and meaning of the phrases. The third time we read for the flow and "feel" of the poem. • Discuss how to read a poem; note the use of punctuation in poems is especially important to the understanding and "flow" of the verse. Point out that a reader should never stop at the end of a written line unless the author has used punctuation marks such as end marks, commas, etc. to signal that he wants the reader to stop. • Lead the class in a discussion as to the importance of the reader having prior knowledge of the poem's topic which enhances understanding. When reading a poem, the reader should think about the title and what he/she already knows. When a student comes to part of the poem that doesn't seem to make sense, stop to think what the author is talking about and what information the reader brings into the poem, then think through the words.

including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CCSS.ELA-Literacy.SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g.,

- Identify figurative language used, like similes or metaphors. Consider the comparisons being made.
- Work with poems individually, and in small and large group settings.
- Record ideas in a journal; annotate poetry
- Compose own poetry.
- Compose expository response to poems, comparing and contrasting theme, style, etc.

Students will read "The Spider Man Behind Spider-Man" by Bijal Trivedi (page 892 of text). While reading, students will:
- create a chart summarizing ideas presented and the text features that allow readers to find it

Information	Text Features that Help You Find It
Broad focus of article	
Kutcher's Interest in Bugs	
Typical tasks performed by entomologists	
General info. re: entomologists	

- record what information they've learned
- predict what they expect to learn
- learn new vocabulary presented in the article
- evaluate text critically for structural components
- research their own dream jobs

social, commercial, political) behind its presentation.

[CCSS.ELA-Literacy.RI.8.1](#)
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.8.2](#)
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.8.5](#)
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

[CCSS.ELA-Literacy.RST.6-8.1](#)
Cite specific textual evidence to support analysis of science and technical texts.

- Explore additional articles of interest found in *Upfront* subscription to identify text features, main idea, supporting details and structural layout

Specific documents can be found on the 8th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.

CCSS.ELA-Literacy.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning,

revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

Supplemental Resources:

Informative texts:
- Eve Merrim: http://www.poetryfoundation.org/bio/eve-merriam
- Billy Collins: http://sites.psu.edu/caradorercl1314/2014/02/04/introduction-to-poetry-by-billy-collins/
- Audio of "the lesson of the moth": http://teacherlink.ed.usu.edu/yetcres/multimedia/McDougalLiterature/g08/cd06/the%20lesson%20of%20the%20moth.mp3
- Langston Hughes: http://iws2.collin.edu/mtolleson/2328online/2328noteshughes.htm
- Explication of "Stopping by Woods…": http://www.english.illinois.edu/maps/poets/a_f/frost/woods.htm
- Explication of "The Road Not Taken: http://www.english.illinois.edu/maps/poets/a_f/frost/road.htm
- *Upfront Magazine:* http://upfront.scholastic.com/

Recommended Websites:
- http://owl.english.purdue.edu/owl/

Unit 3:   Style, Voice and Tone

Enduring Understanding:
The selections in this unit are carefully chosen to allow students compare and contrast the styles of each piece. Students will identify and analyze tone, voice, and irony, including the impact of specific word choices and the author's deliberate revelation or withholding of information. Students will also evaluate how characters make decisions based on the situation presented and connect this concept to their own experiences. They will also discuss the significance of certain traditions that have had a lasting impact on societies. Students will make connections between the fiction and true events (e.g., "The Lady or the Tiger?" and "The Monty Hall Debate"; "The Lottery" and the Holocaust or the show trials held in the Soviet Union in the 1930s).

Essential Questions:
1. How do various genres of writing reflect the values of a particular culture?
2. How do individuals make choices to best suit them?
3. What is the cost of victory?

Learning Objectives:
Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: http://www.corestandards.org/ELA-Literacy/. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE provide model curriculum for Grade 8 (including ESL exemplars at: http://www.state.nj.us/education/modelcurriculum/ela/exemplars/8.pdf.

Students will identify the unique styles of writers such as Frank R. Stockton, Walt Whitman, and Shirley Jackson. They'll encounter the differences between prose and poetry. Students will recognize the use of imagery, repetition and irony in each of these texts and make connections to historical and contemporary issues.

Learning objectives have also been aligned to the following Technology, Workplace Readiness, and 21st Century Standards:

Technology standards (http://www.state.nj.us/education/cccs/standards/8/):
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Workplace readiness standards
(http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf):
2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
2.7 Use technology and other tools to solve problems, collect data, and make decisions.
3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
3.9 Identify patterns and investigate relationships.
4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/standards/9/#91):
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Learning Targets Aligned to Grade-Specific Common Core State Standards College and Career Readiness:		
Timeframe	Objectives	*Activities
8-10 weeks	Students will be able to: CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts	In writing and small & large group discussions: • Text-to-self: Recall decisions made based on the situation • Text-to-self: Recall when a victory came with a drawback • Paraphrase specific portions of text to assess understanding • Identify words and details that establish a particular tone • Analyze characters' attitudes towards one another • Complete a statistical experiment to understand the Monty Hall debate • Consider the price of victory as presented in Whitman's poem "Captain" *Specific documents can be found on the 8th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.

and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literacy.RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

CCSS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-Literacy.RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCSS.ELA-Literacy.L.8.5.c
Distinguish among the connotations (associations) of words with similar denotations

(definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

CCSS.ELA-Literacy.L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Recommended Websites:
- http://owl.english.purdue.edu/owl/

Unit 4: Greek Mythology: Cultural Legacies

Enduring Understandings:
Students will understand that myths often reveal the values of the culture that produces them.
Students will understand that myths are a way of explaining the unexplainable; some are based on fantastic beings, but some are based on known people and events. *Students will understand that* mythology has had and still is having a significant impact and influence on our lives today.

Essential Questions:
1. Why do people study myths?
2. How do myths explain the natural world?
3. How do the myths of ancient peoples continue to influence our culture and language today?

Learning Objectives:
Teachers use Common Core Curriculum Standards (CCSS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grade 8; teachers will look to the more general anchor standards for guidance. In turn, specific Common Core State Standards have been designated as learning targets for this unit. The comprehensive are available at: http://www.corestandards.org/ELA-Literacy/. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE provide model curriculum for Grade 8 (including ESL exemplars at: http://www.state.nj.us/education/modelcurriculum/ela/exemplars/8.pdf.

Learning Targets Aligned to Grade-Specific Common Core State Standards

College and Career Readiness:

RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

W2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

  a.   Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

  e. Establish and maintain a formal style.

  f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a.   Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b.   Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c.   Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show te relationships among experiences and events.

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

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

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

W5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W7 - 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.

W8 - 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.

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

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

SL1 - 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.

Technology standards (http://www.state.nj.us/education/cccs/2009/8.pdf)
- ✓ 8.1.8.A.1 Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

Workplace readiness standards

(http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf):
- ✓ 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.

21st Century Content Standards (http://www.nj.gov/education/cccs/2014/career/93.pdf):
- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Timeframe	Sample Objectives	*Activities
Selected Greek Myths: 2-3 weeks • "Pandora's Box" • "Narcissus" • "Demeter and Persephone" 2-3 weeks • "Icarus and Daedalus" • "Midas" • "The Mysteries of Dionysus" 2-3 weeks • "The Labors of Heracles" • *Hercules*	Students will be able to: Analyze myths as literature. CCSS ELA-Literacy RL.8.9. Analyze how incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CCSS ELA-Literacy RL.8.3, SL1 Make inferences and cite evidence to support them. CCSS ELA-Literacy RL.8.1. Analyze different points of view and the effects they create. CCSS ELA-Literacy RL.8.6. Analyze how dialogue or incidents in a story reveal aspects of a character. CCSS ELA-Literacy RL.8.3, SL1. Compare and contrast traditional and contemporary versions of myths. CCSS ELA-Literacy RL.8.9. Write informative or explanatory essays to	• Introduce the unit with teacher-created PowerPoint presentation on background and significance of Greek mythology (i.e., why the Greeks told myths, why people continue to study mythology today). • Introduce major gods/goddesses of the Greek pantheon, including each deity's realm, symbols, characterization, and relationships with other deities. • Read selected myths that the Greeks used to explain natural phenomena (i.e., "Pandora's Box", "Narcissus", Demeter and Persephone", etc.). • "Pandora's Box" for struggling readers: listen to the text read aloud; target certain passages to ensure that students focus on key story events, concepts and skills. • "Pandora's Box" for English language learners: provide comprehension support by reading the first paragraph aloud and explaining what happens before the story opens (theft of fire). • "Pandora's Box" for advanced learners: encourage students to compare this version to other

	compare/contrast traditional and modern treatments of mythological characters. CCSS ELA-Literacy W.8.2, W.8.4, W.8.5, W.8.6, W.8.9. Write narratives to extend the stories studied in class (i.e., write a sequel; a narrative from a different character's point of view, etc.) CCSS ELA-Literacy W.8.3, W.8.4, W.8.5, W.8.6.	published versions. • Read selected myths that the Greeks used to teach lessons (i.e., "Icarus and Daedalus", "Midas", "The Mysteries of Dionyus", etc.). Discuss the application of such lessons today. • Provide objective summaries of the texts studied. • Analyze characterization in selected myths by writing narratives from the point of view of different characters. • Become familiar with Greek mythological monsters; understand the origins of such fantastic creatures. • Create a god or write an original myth. • Discuss how Greek mythology is still relevant today. • Investigate how names from Greek mythology are reflected in English language usage today. • Read the traditional story of the Greek hero Heracles, and compare/contrast to the Disney film *Hercules* (1997). • Write an essay comparing and contrasting traditional and contemporary treatments of Heracles.

		• *Specific documents can be found on the 8th grade Google Drive. Teachers have access to this drive. Students, too, have access to specific Google files.*

Supplemental Resources:

- *Echoes from Mount Olympus:*
- "The Firebringer"
- "Cupid and Psyche"
- "Narcissus at 60"
- "Loo-Wit, the Fire-Keeper" by Joseph Bruchac, Native American Myth, *Literature,* p. 480
- Videos:
- *The Gods of Olympus* (Library Video Company)
- *Nature Myths* (Library Video Company)
- *Defying the Gods* (Library Video Company)
- *The Labors of Heracles* (Library Video Company)

V. Course Materials

*Allen, J., Applebee, A.N., Burke, J., Carnine, D., Jackson, Y., Jago, C., et al. (2012). *Holt McDougal literature grade 8*. Orlando, FL: Houghton Mifflin Harcourt.

Kemper, D., Verne, M., Sebranek, P. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.

Sicinski-Skeans Ph.D., S,; & Bautista, O. (2003). *The interactive reader plus*. Evanston, Ill.:McDougal Littell.

* PRIMARY TEXT

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Open-ended questions
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Baseline Reading and Writing
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Independent Reading Project
- Projects
- Presentations

VII. Interdisciplinary Connections and Alignment to Technology Standards

English/Media Arts

Students choose books for independent reading projects in collaboration with the middle school media specialist.

Technology-based process supports preparation for MLA-style academic writing. This includes a media-driven support.

Language Arts/Literature Connections/Social Studies

1. Literature Connections and Social Studies teachers provide an integrated approach to document-based writing (including video texts). Teachers share integrated resources on a department Google Share Drive.
2. The three departments participate in an interdisciplinary vocabulary initiative with a focus on morphology.