

Marking Period 1	Marking Period 3
Opening benchmark	Spelling Lessons (14-19)
Spelling Lessons 1-6	Grammar concepts and mechanics based on standards and assessment (Stevenson, No Red Ink, Write Source, Language Network)
Review Stevenson grammar all steps	Research Skills <ul style="list-style-type: none"> • MLA format/Works Cited/In Text Citations • Credible source • Summarizing, Paraphrasing, Quoting • Transitions
Grammar concepts and mechanics lessons based on standards and assessment of student focus areas (No Red Ink, Write Source, Language Network)	Research Simulation Task
The Writing Process (Formal vs. Informal)	Choose from optional units
Sentence and paragraph structure	
Marking Period 2	Marking Period 4
Spelling Lessons 7-13	Spelling Lessons 20-25
Grammar concepts and mechanics lessons based on standards and assessment (Stevenson, No Red Ink, Write Source, Language Network)	Grammar concepts and mechanics lessons based on standards and assessment (Stevenson, No Red Ink, Write Source, Language Network)
Narrative Writing <ul style="list-style-type: none"> • Plot Development • Dialogue • Characterization • Literary devices & Theme 	Creative Writing (Poetry, Memoirs, Children's Books, Short Stories, Reflective Pieces) <ul style="list-style-type: none"> • Literary Devices • Sound Devices
Choose from optional units	Final Benchmark

Optional Units

Public Speaking and Presentations
 Business Letters
 Poetry Book
 Advertising Unit
 Digital Media Project

Autobiography/mem
 oir Archetype Project

Time Frame	40 Weeks
Topic	
Spelling	
Essential Questions	
<ul style="list-style-type: none"> • How is the spelling term similar or dissimilar to its pronunciation? • What is the meaning of the spelling word? • How can certain spelling words change parts of speech and be used correctly within a sentence? How does correct spelling make one's work seem more scholarly and presentable? • What is the root and origin of the spelling word? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students will define and correctly spell various spelling words. • Students will use spelling words in writing both formal and informal pieces. • Students will analyze and examine the proper spelling of each word. • Students will identify and correctly use spelling words in different parts of speech and tenses. • Students will possibly develop an understanding of words and their spelling through root words and origins. 	
Alignment to NEW JERSEY STUDENT LEARNING STANDARDS ELA	
W.8.4. SL.8.1., SL.8.5., SL.8.6. L.8.1., L.8.2., L.8.3., L. 8.4., L.8.5., L.8.6.	
Key Concepts and Skills	
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L. 8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Learning Activities

- Powerpoint ○ Students will create a powerpoint on a specific spelling unit
- Introspective Creative Project ○ Students will create a poster board project identifying all aspects of the spelling term, pronunciation, and its meaning(s).
- Discussion/ Worksheet ○ Word/ Definition Chart
- Flashcards ○ Students will identify spelling word, pronunciation, and definitions using flashcards
- Artistic piece ○ Game of pictionary
- Create a drawing or sketch for spelling words
- Various Spelling Games ○ Boggle
- Words with Friends or Scrabble ○ Hangman
- Quiz Game
- Students compete in groups as they identify the correct spelling and definition of the spelling word
- Writing Assignment ○ Spelling the words various times. ○ Use spelling words correctly within sentences.
- Creative story using spelling words ○ Formal writing using spelling words
- Oral Presentation ○ Present:
 - Powerpoint
 - Pictionary
 - Creative story
 - Spelling Games
- Review/ Reinforce ○ Students go to various stations where they must find the correct spelling of the spelling word
- Identifying and bringing in selections within text which use spelling words ○ Daily discussion on correct spelling, pronunciation, and definitions.

Assessments

- Test focusing on correct spelling of terms, the part or speech, meaning, synonyms, and antonyms.
- Do Now Participation
 - Notebook checks
 - Writing Assignment ○ Formal writing (using spelling words in each paragraph) ○ Informal writing (using at least _____ spelling words) ○ Periodic Quizzes

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communicatio	X	Collaboration
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X	Life and Career Skills	X	Information Literacy	X	Media Literacy

Interdisciplinary Connections

- Students will use their knowledge of the spelling words in their class discussions and writing assignments in all other classes.
- Depending on the spelling word, class will identify other classes in which they have used this word (i.e. matriarchal is commonly used in history class while geology might be used in science class)

Technology Integration

- Internet (8.1.8.A.1, 8.1.8.D.3)
- Word Processing (8.1.8.D.3)
- Video Clips (8.1.8.A.3, 8.1.8.D.3)
- Powerpoint (8.1.8.A.3, 8.1.8.D.3)

Time Frame	Weekly throughout the school year
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Topic

Grammar

Essential Questions

- What is meant by “proper grammar”?
- How are Sentence Types (Compound, Complex, Compound-Complex) used correctly?
- How do Sentence Types improve essays?
- Why is proper grammar advantageous in writing and speaking?
- How is proper capitalization, punctuation, and spelling attainable?

Enduring Understandings

- Students will:
- Identify and understand nouns, pronouns, verbs, predicates, adjectives, and adverbs
 - Understand the sentence and its parts
 - Understand and use punctuation effectively
 - Understand and use capitalization effectively
 - Understand and demonstrate subject-verb agreement
 - Recognize prepositions
 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Understand and demonstrate sentence variation
 - Explain the function of and use phrases and clauses within a sentence
 - Identify and choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas
 - Understand the use of a comma to separate coordinate adjectives
 - Understand that using varied language can more accurately express and explain ideas

Alignment to NEW JERSEY STUDENT LEARNING STANDARDS ELA

RI.8.5.
 W.8.4., W.8.5., W.8.10.
 SL.8.6.
 L.8.1., L.8.2., L.8.3., L.8.4., L.8.5., L.8.6.

Key Concepts and Skills

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

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

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

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Learning Activities

- Peer Editing ○ Students will pair up and compare essays using a strengths and weaknesses chart
- Rewrite a paragraph in a story ○ Students will choose a weak paragraph from a selected list and rewrite it using the proper paragraph structure, sentence types, and transitional words.
- Completion and review of grammar exercises both from the student text book and teacher generated handouts.
- Tests/quizzes
- Review of Stevenson's Grammar Grammar games

Assessments

- Tests and quizzes on proper grammar use
- Peer Review Handout

<ul style="list-style-type: none"> • Successful completion of grammar review exercises • Stevenson’s Grammar review sheets completed both individually and as a group. 							
21 st Century Skills							
	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Foreign language classes • Technology classes 							
Technology Integration							
<ul style="list-style-type: none"> • Elmo display/review of handouts and exercises () • Word Processing (8.1.8.A.1) 							

Time Frame	Throughout the Course of the Year
Topic	
<p>Formal Writing</p> <ul style="list-style-type: none"> • Persuasive Essay • Compare and Contrast Essay • Cause and Effect Essay • Quote Essay • Business Letter • Resume and Cover Letter • Research Paper 	
Essential Questions	
<ul style="list-style-type: none"> • What is the purpose of a hook and what kind of hooks are effective in a formal writing piece? • What is the appropriate heading for a business letter? MLA research paper? • What should be included in the introduction and why is it important that each piece of the introduction is placed appropriately (hook, background information, and thesis statement)? • What are the characteristics of a formal essay and how is this different from a creative piece? • What key elements are crucial to a powerful body paragraph (topic, detail, elaboration, examples, transitions)? • Why is important to guide the reader by using thesis statements, transitions, topic sentences, and examples? How do these elements help the writer as well? • Why should a writer use examples to enhance his or her point? • How do opening paragraphs frame the overall essay? How do conclusions help to drive the point home? • What is the purpose of a compare and contrast essay? • What is the most effective and understandable way to show cause and effect in an essay? Why is it important to relate the writing topic to either one’s own life or the world in which they live? How does this help the reader understand the material better? • What main points should one focus on when writing a cover letter and resume? • What is the purpose of in-text citations and a works cited page? How does this give credibility to a research paper? 	
Enduring Understandings	

- Students will explore and write mature techniques to hook their reader (i.e. quotes, statistics, facts, anecdotes, etc.)
 - Students will identify and use correct headings for various formal writing pieces.
 - Students will write an effective introduction that includes a powerful hook, pertinent background information, and a scholarly thesis statement.
 - Students will identify the crucial elements and characteristics of a standard formal essay (i.e. thesis statement, mature vocabulary, avoiding contractions and personal pronouns, etc.)
 - Students will understand the purpose of a topic sentence, detailing sentences, elaboration, examples, and a concluding sentence.
 - Students will identify and use transitional words to strengthen writing.
 - Students will recognize the importance of guiding both the reader and writer when forming each paragraph.
- Students will create powerful conclusions that relate to the introduction and the material covered in the essay.
- Students will analyze and explore the most efficient and comprehensible ways to formulate a cause and effect essay and a compare and contrast essay.
 - Students will relate, connect, and respond to various quotes.
 - Students will research and cite information from varying text and media for a research paper.
 - Students will understand and recognize the importance of citing information correctly while formulating their own thoughts in a research paper.

Alignment to NEW JERSEY STUDENT LEARNING STANDARDS ELA

RL. 8.1, RL.8.4., RL.8.5., RL. 8.7.,
 RI. 8.1., RI.8.4., RI.8.5., RI.8.6., RI. 8.7., RI. 8.8., RI.8.9.,
 W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W. 8.7., W. 8.8., W. 8.9., W.8.10.,
 SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6.,
 L.8.1., L.8.2., L.8.3., L.8.4., L.8.5., L.8.6.

Key Concepts and Skills

RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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 transitional words.

RL.8.5. Compare and contrast the structure of two or more essays, and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RI. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including transitional words.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role

of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI. 8.7. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

RI. 8.8. Delineate and evaluate the argument and specific claims in text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant information is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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

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

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

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W. 8.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W. 8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

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

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually,

quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

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

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

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

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

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

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

Learning Activities

- Powerpoint
 - Thesis Statement Tour Guide
 - “Hook” me up (mature and powerful hooks) ◦ Cause and Effect Essay ◦ Compare and Contrast Essay
- Paragraph Jumble ◦ In pairs students must put sentences in the correct order (topic sentence, detailing sentences, examples, concluding sentence, etc) to build a strong paragraph
- Discussion ◦ Identify the importance of a strong introduction and conclusion (first impression and last impression)
 - Identify the purpose of the topic sentence, detailing sentences, elaboration, and a concluding sentence
 - Identify the effectiveness of sounding scholarly through one's writing style, structure, mature vocabulary, and confidence
- Worksheets ◦ Hamburger Graphic Organizer helps to organize the writers thoughts ◦ Who, what, why create a strong paragraph outline ◦ Effective

- Transitional Words handout
- o “Spice it Up” handout (mature vocabulary) o Thesis Statement Tour Guide o Using memorable hooks handout
- o Commonly misspelled and misused words handout o Prewriting handouts
- Peer Reviews and Example Essays o Highlight the various sentences in the paragraph and create a key for other pertinent elements within the essay
- o Revise and edit former student essays
- o Read and analyze teacher cover letter and resume o Rewrite thesis statements and hooks for other student essays
- o Students will pair up and compare their essays using a strengths and weaknesses chart o Peer Review handouts
- Debates o Formal and informal debates which include both oral and written debates
- Compare and contrast paragraphs o Identify strong and weak points within two essays examples on the same topic
- Student List o Students list all transitional words as the teacher lists them on the Elmo o Students list all mature and unique vocabulary as teacher lists them on the Elmo o Students list topic that intrigue them (persuasive topics, compare and contrast, cause and effect, business letter, quotes, etc)
- How To
 - o In groups students will choose a topic to teach the class (i.e. recipe, sport, hobby, wrapping a gift, etc). They must use at least five transitional words in each paragraph as they describe “how to...”
- Presentation o Students will present “How to...” as the class highlights the transitional words the group listed.
- Short Story o Students will add the appropriate transitional words to a short story
- Repair the Damage o Teacher removes transitional words from a piece of literature and students are required to add in strong and effective transitional words
 - o Teacher removes strong vocabulary from various essays and students are required to add in strong and effective words.
- Rewrite a paragraph in a story o Students will choose a weak paragraph from a selected list and rewrite it using the proper paragraph structure and transitional words
- Picture Box o Students will draw a picture that depicts a chosen paragraph. In the picture they will show progression and transition.
 - Writing Assignment o
 - Compare/contrast outline and paragraph o
 - Persuasive Essay outline and body paragraph

Assessments

- Test on the formal essay requirements
- Peer Review Handout
- Transitional Word quiz
- Various completed essays
- Peer reviews
- Writing Portfolio

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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X	Life and Career Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • History Class ○ Controversial persuasive topics that pertain to current events (i.e. Should we pay for the debris that falls on our soil from Japan’s Tsunami tragedy?) • Science Class ○ Cause and Effect topics that pertain to science (i.e. Global Warming) • Physical Education Class ○ Controversial persuasive topics that pertain to exercise and sports (i.e. Childhood obesity and how it can be stopped.) • Art ○ Picture box 					
Technology Integration					
<ul style="list-style-type: none"> • Elmo • Word Processing (8.1.8.A.1) • Data Projector 					

Course name: Language Arts	Level: Grade Eight	Time Frame: Seven to Ten Days Per Piece
Topic		
<ul style="list-style-type: none"> • Narrative Writing • Speculative Writing • Creative Writing • Writing Poetry • Writing Skills 		
Essential Questions		
<ul style="list-style-type: none"> • What are the characteristics of Narrative writing? • What are the characteristics of Speculative writing? • What are the characteristics of Creative writing? • What are the characteristics of Poetry and how does it differ from other types of creative writing? • How can you include literary elements in your writing (e.g. - characterization, simile, metaphor, personification)? • What are the steps in the writing process? • How can you effectively construct sentences and strong paragraphs? • What are the trademarks of an essay written by one who has mastered the use of writing skills? 		
Enduring Understandings		
<p>Students will:</p> <ul style="list-style-type: none"> • Understand parts of a story (exposition, rising action, climax, falling action, resolution, setting, characters) • Develop parts of a story in their writing effectively • Understand and demonstrate theme 		

- Understand how to write different forms of poetry
- Incorporate literary devices into writing
- Utilize a graphic organizer to develop a well-organized story
- Understand the purpose of using a graphic organizer and/or outline during the writing process
- Write routinely over extended time frames for a range of specific tasks, purposes and audiences
- Demonstrate command of the conventions of standard English grammar when writing Be able to identify different types of texts and their purposes.
- Understand the benefits of peer editing and revising writing for improvement Conduct research in order to build upon their knowledge base.
- Demonstrate comprehension of the writing task.
- Present their knowledge and skills in various mediums throughout the school year.
- Apply and use vocabulary acquired throughout the school year.
- Be able to write effective sentences and construct strong paragraphs
- Be able to vary sentence length within an essay or paragraph

Alignment to NEW JERSEY STUDENT LEARNING STANDARDS ELA

RL.8.4., RL.8.5., RI.8.4., RI.8.5., W.8.2., W.8.3., W.8.4., W.8.5., W.8.6., W.8.10., SL.8.1., SL.8.2., SL.8.3., SL.8.4., SL.8.5., SL.8.6., L.8.1., L.8.2., L.8.3., L.8.4., L.8.5., L.8.6.

Key Concepts and Skills

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 transitional words.

RL.8.5. Compare and contrast the structure of two or more essays, and analyze how the differing structure of each text contributes to its meaning and style.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including transitional words.

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

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

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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

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

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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

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

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

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

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

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Learning Activities

- Prewriting activities
- Peer editing
- Revisions
- Publishing

- Research
- Drafting
- Outline
- Writing Portfolio
- Writing models
- Narrative Techniques

Assessments

- Prewriting activities: Students will pre-write on the assigned writing task using various types of graphic organizers.
- Peer editing: (This activity can be done in groups or individually) Students will apply peer editing skills based on a format designated by the teacher. Students will be encouraged to also use the proofreader’s symbols.
- Revisions: (This activity can be done in groups or individually) Students will apply revising skills based on a format designated by the teacher. Students will address areas of concern during the revision process.
- Publishing: Students will publish work using a format designated by the teacher.
- Research: Students will conduct research on a specified topic using various types of sources.
- Drafting: Students will compose drafts based on designated topic.
- Outline: Students will learn how to create and use an outline during the writing process.
- Writing Portfolio: Students will maintain a writing portfolio over the course of the school year which will be reflected upon by the end of the school year.
- Writing model: Identify aspects of strong and weak writing models
- Narrative techniques: Students will identify aspects of strong and weak use of narrative techniques of writing models and incorporate them in their own writing

21st Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life and Career Skills	x	Information Literacy	x	Media Literacy		

Interdisciplinary Connections

Technology: Writing process

Technology Integration

- 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.
- 8.1.8.D.1-Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

Time Frame	Throughout the Course of the Year
Topic	
Test Prep and Skills (Reading Comprehension and Open Ended Responses)	
Essential Questions	
<ul style="list-style-type: none"> • Why are test strategies important? • How can the reader immediately eliminate wrong answers before even reading the text? What are some of the “hot tips” that can help the reader find the best option in a multiple choice section? • What is the RACE method and why is this method effective in responding to an open ended 	

question?

- What are the various connections the reader can make when responding to an open ended question and why is it important to include these relationships (connection to self, world, literature)?
- Why is it important to take quick notes on the text when completing the reading comprehension section?

Enduring Understandings

- Students will investigate various ways to eliminate wrong answers in the multiple question part of the reading comprehension section.
- Students will identify and use quick and effective techniques in completing the multiple question part of the reading comprehension section.
- Students will read and analyze the text for a reading comprehension test, noting key concepts, themes, writing style, and language.
- Students will understand and use the RACE method when completing an open ended response.
- Students will use examples and mature vocabulary when responding to an open ended question.

Alignment to NEW JERSEY STUDENT LEARNING STANDARDS ELA

RL. 8.1, RL. 8.2., RL. 8.3., RL.8.4., RL. 8.6., RL. 8.9., RL. 8.10., RI. 8.1., RI. 8.2., RI. 8.3., RI.8.4., RI.8.5., RI.8.6., RI. 8.8., RI. 8.10., W.8.1., W.8.2., W.8.3., W.8.4., W.8.5., W. 8.9., SL.8.1., SL.8.2., SL.8.3., SL.8.4., L.8.1., L.8.2., L.8.3., L.8.4., L.8.5., L.8.6.

Key Concepts and Skills

RL. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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 plot

RL. 8.3. Analyze how particular lines of dialogue or incidents in the story or drama propel the action, reveal aspects of a character, or provoke a decision

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including transitional words.

RL. 8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor

RL. 8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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.

RI. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 8.2. Determine a 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

plot

RI. 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including transitional words.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI. 8.8. Delineate and evaluate the argument and specific claims in text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant information is introduced.

RI. 8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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

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

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

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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.

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

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

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

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

RL. 8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

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.

RI. 8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 8.2. Determine a 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 plot

RI. 8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including transitional words.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI. 8.8. Delineate and evaluate the argument and specific claims in text, assessing whether the reasoning is sound and evidence is relevant and sufficient; recognize when irrelevant information is introduced.

RI. 8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

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

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

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

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

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Activities

Discussion and Note taking

- Hot Tips: Identifying clever ways to eliminate wrong answers and determine the best appropriate answer for reading comprehension questions
- RACE: Identifying the correct format for responding to an open ended question
- Note taking on Note taking: Identifying important elements within the text to take notes on while testing
- Practice Reading Comprehension and Open Ended Questions
- Fiction pieces (narrative)
 - Finding the theme
- Non-fiction pieces (persuasive)
 - Finding the central idea the author is trying to make
- Peer Review
- Identify the various RACE steps within a peers open ended response
- Revise and edit student open ended responses
 - Create your own reading comprehension test
- Create ten multiple choice questions and two open ended questions from an article of the students choice
 - Peers will complete the student made reading comprehension test

Assessments

- Consistent reading comprehension questions and open ended responses
Peer Reviews
- Student made reading comprehension test

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communicatio n	X	Collaboration
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X	Life and Career Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • History Class <ul style="list-style-type: none"> ◦ • Science Class <ul style="list-style-type: none"> ◦ Articles pertaining to science issues • Math Class <ul style="list-style-type: none"> ◦ Articles pertaining to mathematicians • Art Class <ul style="list-style-type: none"> ◦ Articles pertaining to music and the arts • Physical Education Class <ul style="list-style-type: none"> ◦ Articles pertaining to health and sports 					
Technology Integration					
<ul style="list-style-type: none"> • Elmo • Word Processing (8.1.8.A.1) • Data Projector 					