

Lavallette Elementary School	English Language Arts
<p>Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language</p>	<p>Grade Level: Eighth Grade</p>
<p>Unit Plan 1 Reading: Fiction Writing: Narrative Research Simulated Tasks</p>	<p>September - November</p>
<p>Unit Plan 2 Reading: Informational/Nonfiction Writing: Informative/Explanatory Research Simulated Tasks</p>	<p>November - January</p>
<p>Unit Plan 3 Reading: Informational/Nonfiction Writing: Argumentative/Persuasive</p>	<p>January - March</p>
<p>Unit Plan 4 Reading: Literature and Informational Writing: Poetry</p>	<p>April</p>
<p>Unit Plan 5 Reading: Literature and Drama Writing: Literary Analysis</p>	<p>May - June</p>
<p>Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards</p>	<p>Board Approved: October 16, 2018</p>

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Eighth Grade

Domain (Unit Title): Fictional Narrative Reading and Writing Unit 1

Cluster Summary: Unit One explores the required reading skills and strategies for the successful comprehension of fictional texts in variety of forms. The construction of creative narratives is performed effectively using the six traits and/or the writing process.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers

	in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Students will...

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Students will....

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
	WRITING STANDARDS
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ✓ 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. ✓ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ✓ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ✓ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ✓ Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ✓ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SPEAKING AND LISTENING STANDARDS	
SL.8.1	<p>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> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to

	<p>evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <ul style="list-style-type: none"> ✓ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ✓ Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ✓ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
	LANGUAGE STANDARDS
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ✓ Form and use verbs in the active and passive voice. ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ✓ Recognize and correct inappropriate shifts in verb voice and mood.

<p>L.8.2</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ✓ Use an ellipsis to indicate an omission. ✓ Spell correctly.
<p>L.8.3</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
<p>L.8.4</p>	<p>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.</p> <ul style="list-style-type: none"> ✓ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ✓ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>L.8.5</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g. verbal irony, puns) in context. ✓ Use the relationship between particular words to better understand each of the words. ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<p>L.8.6</p>	<p>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.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the important elements of fictional literature? • How do authors present their points of view in literature? • How do authors utilize the elements of literature to convey a universal truth or theme? • How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? • What are the elements of a well-developed character? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Making predictions while reading is part of an active reading strategy to assist in comprehension. • Understanding an author's purpose enhances student understanding of varied texts. • Writing is a recursive process, and writers draw on real-life experiences for inspiration. • Author's style has many components that unify to create voice. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Collaborative learning techniques • Literary elements: (theme or central idea, relationship of character, setting, or plot) • Sequencing • Compare/contrast methods • Conflict/ resolution • Vocabulary strategies • Reading strategies for literature • Open-ended response format • Oral presentation skills • Conventions of electronic texts and other media • How to integrate technology • Conventions of standard English • How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing • Apply grammar conventions including functions of verbals, forms of verbs, 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Participate successfully in cooperative learning groups such as literature circles • Identify literary elements and provide examples from multiple works • Sequence events in a short story, compare/contrast characters, themes and events in two short stories • Identify and label the elements of plot in a short story • Utilize graphic organizers effectively • Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage • To identify Latin/Greek prefixes and roots • Read grade appropriate texts aloud and engage in sustained silent reading using various reading
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verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling

strategies and reflection

- Compare/contrast the elements of literature focusing on thematic connections
- Use the writing process to create first person and third person narratives and descriptive and speculative essays
- Utilize literary journals to analyze literature
- To write open-ended responses to analyze literature
- Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis
- Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies
- Incorporate technology to enhance learning
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Eighth Grade

Domain (Unit Title): : Informational Reading: Non-fiction; Informative/Explanatory Unit 2

Cluster Summary: Unit Two will address Explanatory writing styles, including cause/effect and problem/solution, as well as open-ended responses. It will incorporate nonfiction with an emphasis on informational texts.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers

	in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Students will....

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Number	Standard for Mastery
	READING STANDARDS: INFORMATIONAL TEXT
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5	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 a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	WRITING STANDARDS
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ✓ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING STANDARDS
SL.8.1	<p>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> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ✓ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ✓ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ✓ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.

	LANGUAGE STANDARDS
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ✓ Form and use verbs in the active and passive voice. ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ✓ Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ✓ Use an ellipsis to indicate an omission. ✓ Spell correctly.
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	<p>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.</p> <ul style="list-style-type: none"> ✓ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ✓ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	<ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g. verbal irony, puns) in context. ✓ Use the relationship between particular words to better understand each of the words. ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is the reader’s comprehension and interpretation of text affected by personal experiences? ● How do students utilize nonfiction strategies to comprehend informational text? ● How can students recognize ● Explanatory/Expository paradigms in nonfiction/Informational texts? ● How are different Explanatory/Expository paradigms utilized to create effective writing? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Personal experience affects the reader’s point of view. ● Reading informational texts requires different reading strategies. ● Explanatory writing has different applications and purposes. ● Explanatory paradigms can affect their reading and comprehension of nonfiction texts. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● Various forms of nonfiction ● Vocabulary in context ● Writing process ● Open-ended response format ● Transitions words and phrases ● Genre-appropriate vocabulary ● Discussion techniques ● Peer review ● Graphic organizers and their usage 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Analyze and evaluate various forms of informational text. ● Recognize and utilize vocabulary words that enhance textual understanding. ● Apply the Writing Process to create Explanatory/Expository writing. ● Use a variety of transition words, phrases and clauses to convey
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Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

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Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Students will...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Students will....

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language: Students will....

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

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Number	Standard for Mastery
	READING STANDARDS: INFORMATIONAL TEXT
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	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 a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	WRITING STANDARDS
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ✓ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ✓ Establish and maintain a formal style. ✓ Provide a concluding statement or section that follows from and supports the argument presented.
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.8.6	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.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy

	of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ✓ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING STANDARDS
SL.8.1	<p>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> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ✓ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ✓ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ✓ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
	LANGUAGE STANDARDS
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ✓ Form and use verbs in the active and passive voice. ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ✓ Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ✓ Use an ellipsis to indicate an omission. ✓ Spell correctly.
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

<p>L.8.4</p>	<p>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.</p> <ul style="list-style-type: none"> ✓ Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ✓ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>L.8.5</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g. verbal irony, puns) in context. ✓ Use the relationship between particular words to better understand each of the words. ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<p>L.8.6</p>	<p>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.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do authors present their points of view in various forms of informational texts? ● As a writer, what techniques do you use to persuade your audience? ● As a writer, how do you create and support a claim in writing or in speech? ● How can readers compare and contrast various points of view? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Authors’ points of view vary based on their purpose and audience. ● Writers employ specific techniques to persuade readers. ● An author’s style has many components that contribute to his/her voice. ● Arguments must be supported by facts, examples, and other evidence. ● Various points of view can highlight
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<ul style="list-style-type: none"> • How does your recognition of fact and opinion affect your understanding of the text? • What are the various forms of argumentative writing and other mediums? 	<p>and expose other ideas, and that all points of view should be valued and respected.</p> <ul style="list-style-type: none"> • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to cite textual evidence • Argumentative/ persuasive jargon • argumentative structure • Open-ended response format • How to differentiate point of view • Conflicting viewpoints • Compare/contrast • Evaluate text • Genre-specific terminology • How to support an argument • Steps of the writing process • Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling • How to utilize technology and evaluate reliable sources • Effective speaking techniques • Adhere to MLA format when referencing materials. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Cite textual evidence to support an argument. • Determine the meaning of persuasive words as they are used in the texts. • Compare and contrast the structure of persuasive texts and analyze how they differ • Determine the author's point of view and purpose of the text • Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. • Evaluate the advantages and disadvantages of using different mediums. • Delineate and evaluate the argument and specific claims in a text. • Analyze text which provides conflicting information on the same topic. • Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence. • Use genre-specific terminology to persuade readers. • Employ the steps of the writing process to create effective writings. • Conduct short research projects to
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	<p>support a point of view, develop or prove a thesis.</p> <ul style="list-style-type: none"> ● Evaluate a speaker’s argument as to soundness and relevance to the topic. ● Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences. ● Acknowledge new information presented by others and justify their own views in light of the evidence presented. ● Integrate multimedia and visual displays to support point of view. ● Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. ● Use MLA format to reference the drama or related research.
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Lavallette Elementary School English Language Arts Curriculum Unit Overview	
Content Area: English Language Arts	Grade Level: Eighth Grade
Domain (Unit Title): Literature and Informational Text; Poetry Unit 4	
Cluster Summary: This unit will review literature and informational texts. In addition, various forms of poetry will be explored. Students will employ the writing process to compose, revise, and edit narrative, explanatory, and argumentative writing styles. Assessment skills will also be reviewed.	
Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.	

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Students will...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Students will....

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

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.7	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.

	READING STANDARDS: INFORMATIONAL TEXT
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	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 a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

	WRITING STANDARDS
W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ✓ Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ✓ Establish and maintain a formal style. ✓ Provide a concluding statement or section that follows from and supports the argument presented.
W.8.4	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>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.</p>
W.8.6	<p>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.</p>
W.8.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). ✓ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a

	text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING STANDARDS
SL.8.1	<p>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> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ✓ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ✓ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ✓ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
	LANGUAGE STANDARDS
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ✓ Form and use verbs in the active and passive voice. ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ✓ Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ✓ Use an ellipsis to indicate an omission. ✓ Spell correctly.
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	<p>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.</p> <ul style="list-style-type: none"> ✓ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ✓ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g. verbal irony, puns) in context. ✓ Use the relationship between particular words to better understand each of the words. ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	<p>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.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the important elements of fictional literature? ● How do authors present their points of view in literature? ● How do authors utilize the elements of literature to convey a universal truth or theme? ● How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? ● How is the reader's comprehension and interpretation of text affected by personal experiences? ● How do students utilize nonfiction strategies to comprehend informational text? ● How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts? ● How are different Explanatory/Expository paradigms utilized to create effective writing? ● How does an author use elements of poetry to create varied poetic forms? ● How do poetic forms vary according to 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Making predictions while reading is part of an active reading strategy to assist in comprehension. ● Understanding an author's purpose enhances student understanding of varied texts. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Author's style has many components that unify to create voice. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. ● Authors' points of view vary based on their purpose and audience. ● Writers employ specific techniques to persuade readers. ● An author's style has many components that contribute to his/her voice. ● Arguments must be supported by facts, examples, and other evidence. ● Various points of view can highlight and expose other ideas, and that all points of view should be valued and
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<p>author's tone and purpose?</p> <ul style="list-style-type: none"> • How does figurative language enhance an emotional response from an audience? • How do students demonstrate the command of the conventions of standard English when writing and speaking? 	<p>respected.</p> <ul style="list-style-type: none"> • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. • Elements of poetry create varied poetic forms • Author's tone and purpose will clarify understanding of a poem • Figurative language allows authors to develop emotional responses within audiences. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Collaborative learning techniques • Literary elements • Sequencing • Compare/contrast methods • Conflict/ resolution • Vocabulary strategies • Reading strategies for literature • Open-ended response format • Oral presentation skills • Conventions of electronic texts and other media • How to integrate technology • Conventions of standard English • How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing • Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Participate successfully in cooperative learning groups such as literature circles • Identify literary elements and provide examples from multiple works • Sequence events in a short story, compare/contrast characters, themes and events in two short stories • Identify and label the elements of plot in a short story • Utilize graphic organizers effectively • Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage • To identify Latin/Greek prefixes and roots • Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection
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punctuation

(commas, ellipses and dash), and spelling

- How to cite textual evidence
- Argumentative jargon
- Argumentative structure
- Open-ended response format
- How to differentiate point of view
- Conflicting viewpoints
- Compare/contrast
- Evaluate text
- Genre-specific terminology
- How to support an argument
- Steps of the writing process
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- How to utilize technology and evaluate reliable sources
- Effective speaking techniques
- Analyze and evaluate a variety of poetic forms
- Examine various forms of poetry
- Examine poetic techniques and their purposes
- Utilize graphic organizers to compare and contrast poetic forms and poems
- Work effectively in collaborative groups
- Participate appropriately in class discussion
- Utilize web-based poetry collections
- Create and present original poetry
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling

- Compare/contrast the elements of literature focusing on thematic connections
- Use the writing process to create first person and third person narratives and narrative essays
- Utilize literary journals to analyze literature
- To write open-ended responses to analyze literature
- Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis
- Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies
- Incorporate technology to enhance learning
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.
- Cite textual evidence to support an argument.
- Determine the meaning of persuasive words as they are used in the texts.
- Compare and contrast the structure of persuasive texts and analyze how they differ
- Determine the author's point of view and purpose of the text
- Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums.
- Delineate and evaluate the argument and specific claims in a text.
- Analyze text which provides conflicting information on the same topic.
- Write arguments to support claims and develop a point of view using logical reasoning and relevant

evidence.

- Use genre-specific terminology to persuade readers.
- Employ the steps of the writing process to create effective writings.
- Conduct short research projects to support a point of view, develop or prove a thesis.
- Evaluate a speaker's argument as to soundness and relevance to the topic.
- Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.
- Acknowledge new information presented by others and justify their own views in light of the evidence presented.
- Integrate multimedia and visual displays to support point of view.
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.
- Identify how authors employ various poetic techniques
 - Identify various forms of poetry
 - Create original works of poetry based on traditional poetic paradigms
 - Evaluate poetry for various purposes
 - Compare and contrast various poetic forms and poems
- Participate in collaborative groups and discussions
- Effectively utilize technology
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking
- Use the PARCC scoring rubric to drive essay writing

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Eighth Grade

Domain (Unit Title): Literature and Drama Unit 5

Cluster Summary: This unit will examine themes in myths, legends, folktales, and drama. Students will employ the writing process to compose, revise, and edit literary analysis essays.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers

	in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.
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Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Students will...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Students will....

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Language: Students will....

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.7	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.
	READING STANDARDS: INFORMATIONAL TEXT
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5	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.

	WRITING STANDARDS
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ✓ 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. ✓ Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ✓ Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ✓ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ✓ Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>
W.8.5	<p>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.</p>
W.8.6	<p>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.</p>
W.8.8	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
W.8.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of

	<p>events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <ul style="list-style-type: none"> ✓ Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	SPEAKING AND LISTENING STANDARDS
SL.8.1	<p>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> <ul style="list-style-type: none"> ✓ Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ✓ Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ✓ Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. ✓ Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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.
	LANGUAGE STANDARDS
L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ✓ Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. ✓ Form and use verbs in the active and passive voice. ✓ Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. ✓ Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ✓ Use punctuation (comma, ellipsis, dash) to indicate a pause or break. ✓ Use an ellipsis to indicate an omission. ✓ Spell correctly.
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> ✓ Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	<p>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.</p> <ul style="list-style-type: none"> ✓ Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ✓ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

	<ul style="list-style-type: none"> ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ✓ Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> ✓ Interpret figures of speech (e.g. verbal irony, puns) in context. ✓ Use the relationship between particular words to better understand each of the words. ✓ Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6	<p>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.</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can students compare and contrast literary genres? ● How do students develop an understanding of history through oral tradition? ● How are the elements of drama different from other genres? ● How will students use the writing process to analyze literary works. ● What are the necessary techniques used when reading drama aloud? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Myths, legends, folk talks, and drama each have distinct characteristics. ● Oral tradition is woven through the development of various genres. ● Drama utilizes unique format different from other genres. ● Literary analysis requires critical thinking skills to evaluate a piece of literature. ● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
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<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Utilize the reading process to compare and contrast literary genres • Create connections from the past to develop and understanding of the present • Use the writing process to analyze literary works. • Relevant Literary Terms (theme or central idea, relationship of character, setting, or plot) • Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling • Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character, or provoke a decision. • Adhere to MLA format when referencing materials. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read , analyze, and discuss myths, legends, and folktales • Recognize the historical importance in these genres • Use the writing process to develop a literary analysis essay. • Maintain an ongoing list of literary terms. • Recognize the effect of dialogue on the reader. • Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking. • Use MLA format to reference the drama or related research.
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EVIDENCE OF LEARNING

<p>Formative Assessments:</p> <p>Do-Nows</p> <p>Graphic organizers</p> <p>Multiple Choice assessments</p> <p>Literature responses/circles</p> <p>Cooperative learning groups</p> <p>Book talks</p> <p>Vocabulary assessments</p> <p>Open-ended questions</p> <p>Essays</p> <p>Anecdotal Notes</p>	<p>Rubrics</p> <p>Journals</p> <p>Class discussions</p> <p>Peer/teacher conferences</p> <p>Participation/Observations</p> <p>Questioning</p> <p>Presentations</p> <p>Visual Representations</p> <p>Individual Whiteboards</p> <p>Pre-Test/Quizzes</p> <p>Timed reading/writing</p> <p>Writing assignments</p>
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Exit/Admit Slips Peer/Self Assessments Writer's Workshop 6+1 Traits	
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Additional Suggestions:

A Christmas Carol – Problem-Based Learning Unit Folktales – Create own tale based on an original

Greek Myths – Research (correlate with Social Studies)

Summative Assessments:

SGO/Pretests

Midterm/District benchmark/interim assessments

Final SGO/ Post tests

End-of-unit or chapter tests

End-of-year portfolio

State assessments

Modifications:

After school tutoring

Constant parental contact

Extra time for completion of work

Possible partial credit

Graphic organizers

More/less time as appropriate

Modified writing assignment lengths

Timelines and checkpoints

Small group instruction as needed

Anchor activities

Instructional technology as needed/required

Appropriate scaffolding provided as necessary

Additional enrichment texts/resources/assignments provided as needed based on student ability

Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

Heterogeneous students grouping

Movement from teacher-directed learning to student-directed learning

Anchor charts

Guided notes

Preferential seating

Gifted and Talented:

Differentiated Instruction based on academic level

Tiered learning

Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Provide options, alternatives and choices to differentiate and broaden the curriculum

Organize and offer flexible small group learning activities

Provide whole group enrichment explorations

Teach cognitive and methodological skills

Use center, stations, or contracts

Organize integrated problem-solving simulations

Debrief students

Propose interest-based extension activities

More/less time as appropriate

Timelines and checkpoints

Small group instruction as needed

Anchor activities

Instructional technology as needed/required

Additional enrichment texts/resources/assignments provided as needed based on student ability

Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

Movement from teacher-directed learning to student-directed learning