BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 8

PACING>	UNIT #1	UNIT #2	UNIT #3
	4 Weeks	3 Weeks	4 Weeks
TOPIC/THEME AND OBJECTIVES	 Becoming a Community of Readers and Writers Students will be able to cite textual evidence that most strongly supports an analysis of what the text says explicitly in grade 8 texts. Students will be able to come prepared to collaborative discussions having read or researched material under study and engage effectively. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	 Informational Text Features Students will be able to acquire grade-appropriate domain-specific words and phrases important to comprehension of informational text features. Students will be able to read informational text from a variety of multimedia sources and identify the text structure according to its organization. Students will be able to use the text's structure to comprehend and analyze the information presented. Students will be able to produce an audience-appropriate, informative piece based on one of the model structures and incorporating accurate, well-chosen facts using technology suitable to the task. 	 Drama Read and analyze a drama and its textual features. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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. 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. Analyze the extent to which a filmed or live production of a drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Produce an expository/argument piece that demonstrates understanding of the analysis of a drama. 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. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use technology, including the Internet, to produce and publish writing and present

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 Why is it important to share your literature experiences with others either through writing or discussion? How does sharing these experiences foster our understanding or comprehension of what we read? How does drawing from my own experiences help create meaningful texts? How do the elements of a novel work together to make a good story? How does word knowledge and grammar empower me as a reader and communicator? A literary community respects and values the sharing of ideas. 	 How do 21st century learners make sense of the plethora of informational text available to them? Informational literature has a core structure that assists and enhances students' comprehension of informational materials including interdisciplinary textbooks, manuals, schedules, news articles, and graphics. 	 the relationships between information and ideas efficiently as well as to interact and collaborate with others. 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. Why would an author use the genre of drama instead of a narrative to tell a story? How does visualizing the action and the interaction between characters help you comprehend the story better? Understanding the elements of drama will enhance comprehension of the genre. There are various interpretations of a given piece of literature.
STANDARDS	Reading Literature (RL)	Reading (R)	Reading Literature (RL)
	NJSLSA.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.	NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	NJSLSA.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.
	NJSLSA.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.	Reading Informational Text (RI) <u>NJSLSA.RI.8.1</u> <u>Cite the textual evidence that most</u> <u>strongly supports an analysis of what</u> <u>the text says explicitly as well as</u>	NJSLSA.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.
		inferences drawn from the text.	, ,

NJSLSA.W.5		Determine the meaning of words and
Develop and strengthen writing as needed by	NJSLSA.RI.8.3	phrases as they are used in a text, including
planning, revising, editing, rewriting, or	Analyze how a text makes connections	figurative and connotative meanings;
trying a new approach.	among and distinctions between individuals,	analyze the impact of specific word choices
a ying a new approach.	ideas, or events (e.g., through comparisons,	on meaning and tone, including analogies or
NJSLSA.W.10	analogies, or categories).	allusions to other texts.
	analogies, or categories).	allusions to other texts.
Write routinely over extended time frames		
(time for research, reflection, and revision)	Writing (W)	NJSLSA.RL.8.6
and shorter time frames (a single sitting or a		Analyze how differences in the points of view
day or two) for a range of tasks, purposes,	NJSLSA.W.8.2	of the characters and the audience or reader
and audiences.	Write informative/explanatory texts to	(e.g., created through the use of dramatic
	examine a topic and convey ideas, concepts,	irony) create such effects as suspense or
NJSLSA.W.8.5	and information through the selection,	humor.
With some guidance and support from peers	organization, and analysis of relevant	
and adults, develop and strengthen writing	content.	NJSLSA.RL.8.7
as needed by planning, revising, editing,		Evaluate the choices made by the
rewriting, or trying a new approach, focusing	NJSLSA.W.8.2.A	directors or actors by analyzing the
on how well purpose and audience have been	Introduce a topic clearly, previewing what is	extent to which a filmed or live
addressed.	to follow; organize ideas, concepts, and	production of a story or drama stays
	information into broader categories; include	faithful to or departs from the text or
Speaking/Listening (SL)	formatting (e.g., headings), graphics (e.g.,	script.
Speaking/Listening (SL)	charts, tables), and multimedia when useful	<u>script.</u>
NJSLSA.SL1		NICLCA DL 8 10
	to aiding comprehension.	NJSLSA.RL.8.10
Prepare for and participate effectively in a		By the end of the year read and
range of conversations and collaborations	NJSLSA.W.8.2.B	comprehend literature, including
with diverse partners, building on others'	Develop the topic with relevant, well-chosen	stories, dramas, and poems at grade
ideas and expressing their own clearly and	facts, definitions, concrete details,	level text-complexity or above,
persuasively.	quotations, or other information and	scaffolding as needed.
	examples.	
		Writing (W)
NJSLSA.SL.8.1.A	NJSLSA.W.8.2.C	
Come to discussions prepared, having read	Use appropriate and varied transitions to	NJSLSA.W.8.2
or researched material under study;	create cohesion and clarify the relationships	Write informative/explanatory texts to
explicitly draw on that preparation by	among ideas and concepts.	examine a topic and convey ideas, concepts,
referring to evidence on the topic, text, or		and information through the selection,
issue to probe and reflect on ideas under	NJSLSA.W.8.2.D	organization, and analysis of relevant
discussion.	Use precise language and domain-specific	content.
	vocabulary to inform about or explain the	content.
NJSLSA.SL.8.1.B	topic.	NJSLSA.W.8.2.A
	topic.	
Follow rules for collegial discussions and		Introduce a topic clearly, previewing what is
decision-making, track progress toward		to follow; organize ideas, concepts, and
specific goals and deadlines, and define	NJSLSA.W.8.2.E	information into broader categories; include
individual roles as needed.	Establish and maintain a formal	formatting (e.g., headings), graphics (e.g.,
	style/academic style, approach, and	charts, tables), and multimedia when useful
NJSLSA.SL.8.1.C	<u>form.</u>	to aiding comprehension.
Pose questions that connect the ideas of		
several speakers and respond to others'	NJSLSA.W.8.2.F	NJSLSA.W.8.2.B

questions and comments with relevant	Provide a concluding statement or section	Develop the topic with relevant, well-chosen
evidence, observations, and ideas.	that follows from and supports the	facts, definitions, concrete details,
	information or explanation presented.	quotations, or other information and
NJSLSA.SL.8.1.D		examples.
Acknowledge new information expressed by		
others, and, when warranted, qualify or	NJSLSA.W.4	NJSLSA.W.8.2.C
justify their own views in light of the	Produce clear and coherent writing in which	Use appropriate and varied transitions to
evidence presented.	the development, organization, and style are	create cohesion and clarify the relationships
F	appropriate to task, purpose, and audience.	among ideas and concepts.
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Language (L)		NJSLSA.W.8.2.D
NJSLSA.L.2	NJSLSA.W.5	Use precise language and domain-specific
Demonstrate command of the conventions of	Develop and strengthen writing as needed by	vocabulary to inform about or explain the
standard English capitalization, punctuation,	planning, revising, editing, rewriting, or	topic.
and spelling when writing.	trying a new approach.	topic.
		NJSLSA.W.8.2.E
NJSLSA.L.8.2.C	NJSLSA.W.6	Establish and maintain a formal
Spell correctly.	Use technology, including the Internet, to	style/academic style, approach, and
Spen correctly.	produce and publish writing and to interact	form.
NJSLSA.L.8.3	and collaborate with others.	<u>IOIIII.</u>
Use knowledge of language and its		NJSLSA.W.8.2.F
conventions when writing, speaking, reading,	NJSLSA.W.7	
		Provide a concluding statement or section
or listening.	Conduct short as well as more sustained	that follows from and supports the
	research projects based on focused	information or explanation presented.
NJSLSA.L.8.5.B	questions, demonstrating understanding of	
Use the relationship between particular	the subject under investigation.	NJSLSA.W.8.4
words to better understand each of the		Produce clear and coherent writing in
words.	NJSLSA.W.8	which the development, organization,
	Gather relevant information from multiple	voice and style are appropriate to task,
NJSLSA.L.8.6	print and digital sources, assess the	purpose, and audience.
Acquire and use accurately	credibility and accuracy of each source, and	
grade-appropriate general academic and	integrate the information while avoiding	NJSLSA.W.8.5
domain-specific words and phrases; gather	plagiarism.	With some guidance and support from peers
vocabulary knowledge when considering a		and adults, develop and strengthen writing
word or phrase important to comprehension		as needed by planning, revising, editing,
or expression.	NJSLSA.W.8.9.B	rewriting, or trying a new approach, focusing
	Apply grade 8 Reading standards to literary	on how well purpose and audience have been
	nonfiction (e.g., "Delineate and evaluate the	addressed.
	argument and specific claims in a text,	
	assessing whether the reasoning is sound	NJSLSA.W.8.6
	and the evidence is relevant and sufficient;	Use technology, including the Internet, to
	recognize when irrelevant evidence is	produce and publish writing and present the
	introduced"	relationships between information and ideas
		efficiently as well as to interact and
	NJSLSA.W.9	collaborate with others.

	Draw evidence from literary or informational texts to support analysis, reflection, and	NJSLSA.W.8.10 Write routinely over extended time
	research.	frames (time for research, reflection, metacognition/self correction, and
	NJSLSA.W.10	revision) and shorter time frames (a single sitting or a day or two) for a
	Write routinely over extended time frames (time for research, reflection, and revision)	range of discipline-specific tasks, purposes, and audiences.
	and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes,	Speaking/Listening (SL)
	and audiences.	LA.8.SL.8.3 - Delineate a speaker's argument
	NJSLSA.W.8.10	and specific claims, evaluating the soundness of the reasoning and relevance
	Write routinely over extended time	and sufficiency of the evidence and identifying when irrelevant evidence is
	frames (time for research, reflection, metacognition/self correction, and	introduced. LA.8.SL.8.6 Adapt speech to a variety of
	revision) and shorter time frames (a single sitting or a day or two) for a	contexts and tasks, demonstrating command
	range of discipline-specific tasks, purposes, and audiences.	of formal English when indicated or appropriate.
	Speaking/Listening (SL)	Language (L)
	LA.8.SL.8.1 Engage effectively in a range of collaborative	LA.8.RL.8.4 - [<i>Progress Indicator</i>] - Determine the meaning of words and phrases as they
	discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8	are used in a text, including figurative and connotative meanings; analyze the impact of
	topics, texts, and issues, building on others'	specific word choice has on meaning and
	ideas and expressing their own clearly.	tone, including analogies or allusions to other texts.
	Language (L)	
	NJSLSA.L.8.4.A Use context (e.g., the overall meaning of a	
	sentence or paragraph; a word's position or function in a sentence) as a clue to the	
	meaning of a word or phrase.	
	<u>NJSLSA.L.8.4.C</u> 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.	

	Whole Group	NJSLSA.L.8.4.D 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). NJSLSA.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. Whole Group	Whole Group
INSTRUCTIONAL PROCEDURES	 Whole Group Create book maps Guide spelling, grammar and vocabulary activities Create anchor charts as a tool for becoming a member of the reading community Minilessons: Mentor texts of memoir; excerpts from: I Know Why the Caged Bird Sings, I am a Teacher, A Letter to My Younger Self, Recognize the difference between a concise summary and a thorough response to literature. Use guidance such as Book, Head, Heart (Beers and Probst) applying domain specific vocabulary produce a quick write and share in large group identify basic parts of speech Introduce the process of becoming a lifelong reader through reading incentive program and the role of book choice. Introduce Fiction Signposts using excerpts from mentor texts (Notice and Note - Beers and Probst) Individual journaling as a response tool for reading identify a method of sharing that leads student to attain a level of comfort 	 Whole Group Guide spelling, grammar, and vocabulary activities Using real world informational texts to recognize and identify information text features and identify the structure of text Utilize note-taking strategies to record informational text. Differentiate between essential and non-essential information using a text sample. Minilessons: Mentor texts of informational pieces; excerpts from: Harriet Tubman by Ann Petry (biography); Recognize the difference between a concise summary and a thorough response to literature Evaluate the relevance of information to an assigned task. Political and editorial cartoons offer an opportunity to have students use information and inference in a unique way. Students must use and apply an understanding of symbolism, exaggeration, analogy, labeling and irony to decipher the information and the "author's" purpose. Use It's No Laughing Matter (http://www.loc.gov/teachers/classroommat erials/presentationsandactivities/activities/po litical-cartoon/#), Cartoons in the Classroom lessons, teacher generated worksheets based on real-world sources (digital and newspaper cartoons) 	 Whole Group Silent and oral reading of dramatic prose Guide spelling,grammar and vocabulary activities Mini lessons on: Researching background information on historical, social or cultural context of the play. Analyze the structure of dramatic prose (stage directions, dialogue formatting) Generate a Venn Diagram to plan a compare and contrast essay. Individual Silent and oral reading of dramatic prose Use a Venn Diagram to compose a compare and contrast essay. Produce journal responses to writing prompts Respond to quick writes Complete KWL Chart Complete Give One-Get One Small Groups Participate in group discussions Generate Reader's Theater script from familiar text Participate in Reader's Theater

	Participate in literature circle discussion, book talks or reading conferences produce quick writes and share in small groups	Individual Produce an audience-appropriate informative piece using an identified text structure. Read and evaluate informational articles using Newsela.com and/or commonlit.org Conference with individual students to ensure comprehension. Small Groups Produce an audience-appropriate informative piece using an identified text structure. discussing and analyzing informational articles	
INCIDUCTIONAL	Materials	Articles Materials	Materials
INSTRUCTIONAL	Close-reading guide	Close-reading guide	Close-reading guide
AND	Computer or iPad with Internet	Computer or iPad with Internet access	Computer or iPad with Internet
SUPPLEMENTAL	Document Camera	Document Camera	Document Camera
MATERIALS/	LCD projector	LCD projector	LCD projector
LEVELED TEXTS	SmartBoard	SmartBoard	SmartBoard
		Interactive Notebooks	
	Text/Leveled Texts		Text/Leveled Texts
	Commonlit.org	Texts/Leveled Texts	Commonlit.org
	Scholastic Scope Magazine	Scholastic Scope Magazine	Scholastic Scope Magazine
	YouTube Videos	YouTube Videos	YouTube Videos
	Holt Handbook, 2010	National Geographic Articles	Holt Handbook, 2010
	Literature 8 McDougal Douglas 2008	Holt Handbook, 2010	Literature 8 McDougal Douglas 2008
	Prentice Hall Literature Grade 8 Common	Literature 8 McDougal Douglas 2008	Prentice Hall Literature Grade 8 Common
	Core Edition. 2012	Prentice Hall Literature Grade 8 Common	Core Edition. 2012
	myPerspectives - Pearon Realize digital	Core Edition. 2012	myPerspectives - Pearon Realize digital
	textbook/consumable textbook	myPerspectives - Pearon Realize digital	textbook/consumable textbook
	Teacher-generated PowerPoint	textbook/consumable textbook	Teacher-generated PowerPoint
	Teacher-generated worksheets	Teacher-generated PowerPoint	Teacher-generated worksheets
	Write Source, 2010	Teacher-generated worksheets	Write Source, 2010
	Readwritethink.org	Vocabulary Their Way Pearson	Readwritethink.org
	Sadlier-Oxford Vocabulary Workshop, Level C	Vocabulary Workshop Level C	Sadlier-Oxford Vocabulary Workshop, Level C
	Vocabulary Their Way. Pearson	The New York Times Machine:	Vocabulary Their Way. Pearson
	Suggested Werker	timesmachine.nytimes.com	Currented Worker
	Suggested Works: "A Retrieved Reformation," O. Henry	Readwritethink.org	Suggested Works: Anne Frank: The Whole Story. 2001. TV
	A Writer's Notebook, Ralph Fletcher	It's No Laughing Matter: Http://www.loc./gov/teachers/classroommat	Miniseries
	Taylor, Mildred D. Taylor. <i>Roll of Thunder,</i>	erials/presentations and	Anne Frank: <i>The Diary of a Young Girl</i> . 1952.
	Hear My Cry.	activities/political-cartoon/#	Print
	Excerpt from "I Know Why the Caged Bird	Newsela.com	Frances Goodrich and Albert Hackett, The
	Sing"		Diary of Anne Frank, 1955
	"My Name" by Sandra Cisneros	Suggested Works:	Lucille Fletcher: "The Hitchhiker" and
	The by Sundra Cisticios	Suggested Horits	"Sorry, Wrong Number"

	https://d3jc3ahdjad7x7.cloudfront.net/w4Uh 4xckKtH "A Letter to My Younger Self" Rinaldi, Tom. <i>The Red Bandanna</i> . 2017. Beers, Probst. Disrupting Thinking. 2017	"Three Cheers for the Nanny State" by Sarah Conly (Opinion Piece) "Ban the Ban! / Soda's a Problem" by Sidney Anne Stone (Opinion Piece) "Words Do Not Pay" Chief Joseph by Persuasive Speech "High Jinks Shoot-Out: Role Playing Games with simulated Violence" Guy Martin <u>CommonLit</u>	Serling, Rod: "The Monsters are Due on Maple Street" Crane, Stephen: "The Red Badge of Courage" adapted version, <i>Read</i> magazine.
ASSESSMENTS	Formative Exit Slips Writing Conferences Class participation in small and whole group discussions Quick Writing Response/share Reading Response Journals Reading Conferences Summative Reading response journal (conference/journal rubric) Writing Response Journals Written narrative/memoir Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)	Formative Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips Summative Teacher generated tests and quizzes Data obtained through web-based resources (Newsela/Commonlit) Nonfiction Magazine Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony)	Formative Quick write Writing Conferences Notebook check Class discussion Teacher observation Exit Slips Summative Venn Diagram Expository/argument writing piece Benchmark MyAccess, CommonLit (White Twp) MAP (Hope) BAS testing (Harmony) Alternative Oral monologue readings (memorized)

	Alternative Post Card Project reflecting setting of summer reading Wordle activity using adjectives to describe self Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Narrative Task (NT) https://parcc.pearson.com/resources/P ractice-Tests/ELA GR/ELA L Grade 6- 11 July 2015 Updated Rubric v3.pdf Teacher-generated rubrics and checklists.	Alternative Frontier -Quizizz Prezi or Google Slides presentation: https://prezi.com/iulzb1bp8a4j/behavioral-as pects-of-role-playing-games-with-simulated- violence-on-teens/ Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task https://parcc.pearson.com/resources/P ractice-Tests/ELA GR/ELA L Grade 6- 11 July 2015 Updated Rubric v3.pdf Teacher-generated rubrics and checklists.	TouchCast Studio Kahoot Quizizz Scoring Rubrics: GRADES 6-11 (July 2015) v3.01 PARCC SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS Research Simulation Task and Literary Analysis Task <u>https://parcc.pearson.com/resources/P</u> <u>ractice-Tests/ELA_GR/ELA_L_Grade_6-</u> <u>11 July 2015 Updated Rubric v3.pdf</u> Teacher-generated rubrics and checklists.
ACCOMMODATIONS	 Special Education Additional time for skill mastery Check work frequently for understanding Computer or electronic device utilization Extended time on tests/ quizzes Modified test and assignment format,length, and content Preview of content, concepts, and vocabulary Reduced/shortened reading/written assignments Student working with an assigned partner Use open book, study guides, test prototypes Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Varied supplemental materials ELL Allowing students to correct errors (looking for understanding) Having peers take notes or providing a copy of the teacher's notes Modifying tests to reflect selected objectives Providing study guides 	 Special Education Additional time for skill mastery Computer or electronic device utilization Extended time on tests/ quizzes Modified test and assignment format,length, and content Use open book, study guides, test prototypes Mini workshops to re-teach or extend skills Varied supplemental materials to address student reading level ELL Allowing students to correct errors (looking for understanding) Modifying tests to reflect selected objectives Providing study guides Reducing the number of answer choices on a multiple choice test Allowing students to correct errors (looking for understanding) Allowing tudents to correct errors (looking not multiple choice test 	 Special Education Additional time for skill mastery Extended time on tests/ quizzes Modified test and assignment format,length, and content (draw the scene) Preview of content, concepts, and vocabulary Use open book, study guides, test prototypes Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities ELL Allowing students to correct errors (looking for understanding) Modifying tests to reflect selected objectives Providing study guides At Risk Allowing the use of note cards or open-book during testing

 Reducing the number of answer choices on a multiple choice test Using computer word processing spell check and grammar check features At Risk Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing decreasing the amount of work presented or required . Having peers take notes or providing a copy of the teacher's notes Marking students' correct and acceptable work, not the mistakes Providing study guides Reducing or omitting length, answers, and content on reading/ written assessments and lengthy Outside reading assignments Using authentic assessments with real-life problem-solving Gifted and Talented Alternative formative and summative assessments Guided Reading Multiple intelligence options Multiple texts Tiered activities/assignments Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation Preview of content, concepts, and vocabulary Reduced/shortened reading/ written assignments Goal setting with students 	 Marking students' correct and acceptable work, not the mistakes Providing study guides Using authentic assessments with real-life problem-solving Gifted and Talented Alternative formative and summative assessments Group investigations Independent research and projects Interest groups Leveled rubrics Multiple texts/multiple reading levels Project-based learning Problem-based learning Tiered activities/assignments 504 Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Preferential seating Reduced/shortened reading/ written assignments to reflect student reading level Goal setting with students 	 decreasing the amount of work presented or required Marking students' correct and acceptable work, not the mistakes Gifted and Talented Group investigations Independent research and projects Interest groups Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Tiered activities/assignments 504 Behavior management plan Extended time on tests/ quizzes Have student repeat directions to check for understanding Highlighted text visual presentation Multi-sensory presentation Preview of content, concepts, and vocabulary Goal setting with students

	Interdisciplinary Connections	Interdisciplinary Connections:	Interdisciplinary Connections
INTERDISCIPLINA	– English Language Arts	- English Language Arts	– English Language Arts
RY CONNECTIONS	– Anglish Language Arts	– Mathematics	– Mathematics
	- Social Studies, including American History,	 Science and Scientific Inquiry (Next 	 Science and Scientific Inquiry (Next
21ST CENTURY	World History, Geography, Government	Generation)	Generation) (construction of set might
	and Civics, and Economics	 Social Studies, including American History, 	require students to apply STEM
SKILLS/THEMES	, ,		
<u>(P21.ORG)</u>	- Technology	World History, Geography, Government	fundamentals)
	 Visual and Performing Arts 	and Civics, and Economics	- Social Studies, including American History,
TECHNOLOGY	24 st Courteurs Chills (Thomas	- Technology	World History, Geography, Government
	21st Century Skills/ Themes	- Visual and Performing Arts	and Civics, and Economics
INTEGRATION	- Global Awareness	– World languages	- Technology
	- Civic Literacy	21 st Contours Chills / Thomas	- Visual and Performing Arts
CAREER	- Creativity and Innovation	21st Century Skills/ Themes:	– World languages
EDUCATION	- Critical Thinking	- Global Awareness	
	- Problem Solving	- Civic Literacy	21st Century Skills/ Themes
(NJDOE CTE	- Communication	- Health Literacy	- Global Awareness
<u>Clusters)</u>	- Collaboration	- Environmental Literacy	- Civic Literacy
		- Creativity and Innovation	- Health Literacy
	Technology Integration	- Critical Thinking	- Creativity and Innovation
	– Chromebook	- Problem Solving	- Critical Thinking
	 Online text:web-based reading resources 	- Communication	- Problem Solving
	 Online writing-submission resource 	- Collaboration	- Communication
	 Google classroom 	 Information Literacy 	- Collaboration
		– Media Literacy	– Media Literacy
	Career Education	- ICT (Information, Communication and	
	- Arts, A/V Technology & Communications	Technology) Literacy	
	 Information Technology 		Technology Integration
		Technology Integration	– Chromebook
		– Chromebook	 Video/iPads to record/present
		 Online text:web-based reading resources 	 Online text: web-based reading resources
		 Online writing-submission resource 	 Online writing-submission resource
		– Google Classroom	- Google Classroom
			 Access to video streaming
		Career Education:	
		 Agriculture, Food & Natural Resources 	Career Education
		 Architecture & Construction 	 Architecture & Construction
		 Arts, A/V Technology & Communications 	 Arts, A/V Technology & Communications
		 Business Management & Administration 	- Business Management & Administration
		 Education & Training 	- Education & Training
		– Finance	 Hospitality & Tourism
		 Government & Public Administration 	– Human Services
		 Health Science 	 Information Technology
		 Hospitality & Tourism 	– Manufacturing
		– Human Services	– Marketing
		 Information Technology 	 Science, Technology, Engineering &
		 Law, Public Safety, Corrections & Security 	Mathematics (STEM)
		- Manufacturing	 Transportation, Distribution & Logistics

		- Marketing	
		 Science, Technology, Engineering & 	
		Mathematics (STEM)	
		- Transportation, Distribution & Logistics	
PACING>	UNIT #4 4 Weeks	UNIT #5 4 Weeks	UNIT #6 4 Weeks
TOPIC/THEME AND OBJECTIVES	 Science Fiction Students will be able to engage in meaningful discussions citing textual evidence to support a strong analysis. Students will be able to use inferencing as a strategy to enhance their comprehension of the text. Students will be able to research related scientific topics to initiate meaningful classroom discussions and write informative/explanatory texts using relevant content. 	 Functional Texts Students will be able to identify the various types of functional text. Students will be able to identify and analyze elements of an argument. Students will be able to identify and analyze persuasive techniques. Students will be able to read critically to gather relevant information. Students will be able to analyze how a text makes connections among and distinctions between individuals, ideas, or events. Students will be able to apply the strategy of close reading to evaluate information and its relevance to author's purpose. Students will be able to write arguments to support claims with clear reasons and relevant evidence. Students will be able to form and use verbs in the active and passive voice. 	 Historical Fiction Students will be able to analyze how historical fiction draws on themes, patterns of events, as well as real and imaginary characters. Students will be able to read informational text and analyze how the novel's author used historical research to create a fictional piece. Students will be able to produce a short research project on an event or person that is relevant to the historical fiction currently under study.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 What makes science fiction believable? How has science played a role in shaping society in the past? What role is it playing today? How do you envision it affecting the future? Literature can help to explain how and why societies evolve. 	 How much information is enough? How does reading and listening to a speech enhance one's understanding of the speaker's message? Functional texts, in a variety of media, critically depict an author's view point. 	 Can all conflicts be resolved? Is it our differences or our similarities that matter the most? How is reflecting different from remembering? Learning history through literature differs from learning through informational text.
STANDARDS	Reading Literature (RL)	Reading Info Text (RI)	Reading Literature (RL)
	NJSLSA.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. NJSLSA.RL.8.2	NJSLSA.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. NJSLSA.RI.8.2 Determine a central idea of a text and analyze its development over the course of	NJSLSA.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. NJSLSA.RL.8.2

Determine a theme or central idea of a text	the text, including its relationship to	Determine a theme or central idea of a text
and analyze its development over the course	supporting ideas; provide an objective	and analyze its development over the course
of the text, including its relationship to the	summary of the text.	of the text, including its relationship to the
characters, setting, and plot; provide an	,	characters, setting, and plot; provide an
objective summary of the text.	NJSLSA.RI.8.3	objective summary of the text.
	Analyze how a text makes connections	··· · ······
NJSLSA.RL.8.3	among and distinctions between individuals,	NJSLSA.RL.8.3
Analyze how particular lines of dialogue or	ideas, or events (e.g., through comparisons,	Analyze how particular lines of dialogue or
incidents in a story or drama propel the	analogies, or categories).	incidents in a story or drama propel the
action, reveal aspects of a character, or	unalogies, or categories).	action, reveal aspects of a character, or
provoke a decision.	NJSLSA.RI.8.4	provoke a decision.
	Determine the meaning of words and	
NJSLSA.RL.8.4	phrases as they are used in a text, including	NJSLSA.RL.8.4
Determine the meaning of words and	figurative, connotative, and technical	Determine the meaning of words and
phrases as they are used in a text, including	meanings; analyze the impact of specific	phrases as they are used in a text, including
figurative and connotative meanings;	word choices on meaning and tone, including	figurative and connotative meanings;
analyze the impact of specific word choices	analogies or allusions to other texts.	analyze the impact of specific word choices
on meaning and tone, including analogies or		on meaning and tone, including analogies or
allusions to other texts.	NJSLSA.RI.8.5	allusions to other texts.
	Analyze the structure an author uses to	
NJSLSA.RL.8.5	organize a specific paragraph in a text,	NJSLSA.RL.8.5
Compare and contrast the structure of two or	including the role of particular	Compare and contrast the structure of two or
more texts and analyze how the differing	sentences, to develop and to refine a	more texts and analyze how the differing
structure of each text contributes to its	key concept.	structure of each text contributes to its
meaning and style.		meaning and style.
	NJSLSA.RI.8.6	
	Determine an author's point of view or	NJSLSA.RL.8.7
NJSLSA.RL.8.9	purpose in a text and analyze how the author	Evaluate the choices made by the
Analyze how a modern work of fiction	acknowledges and responds to conflicting	directors or actors by analyzing the
draws on themes, patterns of events, or	evidence or viewpoints.	extent to which a filmed or live
character types from myths, traditional		production of a story or drama stays
stories, or religious works such as the	NJSLSA.RI.8.7	faithful to or departs from the text or
Bible, including describing how the	Evaluate the advantages and disadvantages	script.
material is rendered new.	of using different mediums (e.g., print or	
	digital text, video, multimedia) to present a	NJSLSA.RL.8.9
NJSLSA.RL.8.10	particular topic or idea.	Analyze and reflect on (e.g. practical
By the end of the year read and		knowledge, historical/cultural context,
comprehend literature, including	NJSLSA.RI.8.8	and background knowledge) how a
stories, dramas, and poems at grade	Delineate and evaluate the argument and	modern work of fiction draws on
level text-complexity or above,	specific claims in a text, assessing whether	themes, patterns of events, or character
scaffolding as needed.	the reasoning is sound and the evidence is	types from myths, traditional stories, or
scanolany as needed.	relevant and sufficient; recognize when	religious works such as the Bible,
Reading Info Text (RI)	irrelevant evidence is introduced.	including describing how the material is
		rendered new.
		renuereu new.
NJSLSA.RI.8.4	NJSLSA.RI.8.9 Applyze and reflect on (e.g. practical	
Determine the meaning of words and	Analyze and reflect on (e.g. practical	NJSLSA.RL.8.10
phrases as they are used in a text, including	knowledge, historical/cultural context,	

figurative, connotative, and technical	and background knowledge) two or	By the end of the year read and
meanings; analyze the impact of specific	more texts that provide conflicting	comprehend literature, including
word choices on meaning and tone, including	information on the same topic and	stories, dramas, and poems at grade
analogies or allusions to other texts.	identify where the texts disagree on	level text-complexity or above,
	matters of fact or interpretation.	scaffolding as needed.
NJSLSA.RI.8.6		
Determine an author's point of view or	NJSLSA.RI.8.10	Reading Info Text (RI)
purpose in a text and analyze how the author	By the end of the year read and	
acknowledges and responds to conflicting	comprehend literary nonfiction at grade	NJSLSA.RI.8.2
evidence or viewpoints.	level text-complexity or above, with	Determine a central idea of a text and
Writing (W)	scaffolding as needed.	analyze its development over the course of
	Writing (W)	the text, including its relationship to
NJSLSA.W.8.2		supporting ideas; provide an objective
Write informative/explanatory texts to	NJSLSA.W.8	summary of the text.
examine a topic and convey ideas, concepts,	Gather relevant information from multiple	,
and information through the selection,	print and digital sources, assess the	NJSLSARI.8.3
organization, and analysis of relevant	credibility and accuracy of each source, and	Analyze how a text makes connections
content.	integrate the information while avoiding	among and distinctions between individuals,
	plagiarism.	ideas, or events (e.g., through comparisons,
		analogies, or categories).
NJSLSA.W.8.3.A	NJSLSA.W.10	5, 5,
Engage and orient the reader by establishing	Write routinely over extended time frames	NJSLSA.RI.8.6
a context and point of view and introducing a	(time for research, reflection, and revision)	Determine an author's point of view or
narrator and/or characters; organize an	and shorter time frames (a single sitting or a	purpose in a text and analyze how the author
event sequence that unfolds naturally and	day or two) for a range of tasks, purposes,	acknowledges and responds to conflicting
logically.	and audiences.	evidence or viewpoints.
NJSLSA.W.8.3.B	NJSLSA.W.8.1	NJSLSA.RI.8.10
Use narrative techniques, such as dialogue,	Write arguments to support claims with clear	By the end of the year read and
pacing, description, and reflection, to	reasons and relevant evidence.	comprehend literary nonfiction at grade
develop experiences, events, and/or		level text-complexity or above, with
characters.	NJSLSA.W.8.1.A	scaffolding as needed.
	Introduce claim(s), acknowledge and	
NJSLSA.W.8.3.C	distinguish the claim(s) from alternate or	Writing (W)
Use a variety of transition words, phrases,	opposing claims, and organize the reasons	
and clauses to convey sequence, signal shifts	and evidence logically.	NJSLSA.W.8.2
from one time frame or setting to another,		Write informative/explanatory texts to
and show the relationships among	NJSLSA.W.8.1.B	examine a topic and convey ideas, concepts,
experiences and events.	Support claim(s) with logical reasoning and	and information through the selection,
	relevant evidence, using accurate, credible	organization, and analysis of relevant
NJSLSA.W.8.3.D	sources and demonstrating an understanding	content.
Use precise words and phrases, relevant	of the topic or text.	
descriptive details, and sensory language to		NJSLSA.W.8.3
capture the action and convey experiences	NJSLSA.W.8.1.C	Write narratives to develop real or imagined
and events.	Use words, phrases, and clauses to create	experiences or events using effective
	cohesion and clarify the relationships among	technique, relevant descriptive details, and
NJSLSA.W.8.3.E	,	well-structured event sequences.
		·····

Provide a conclusion that follows from and	claim(s), counterclaims, reasons, and	
reflects on the narrated experiences or	evidence.	NJSLSA.W.4
events.		Produce clear and coherent writing in which
	NJSLSA.W.8.1.D	the development, organization, and style are
NJSLSA.W.8.7	Establish and maintain a formal style.	appropriate to task, purpose, and audience.
Conduct short research projects to answer a		
question (including a self-generated	NJSLSA.W.8.1.E	NJSLSA.W.5
question), drawing on several sources and	Provide a concluding statement or section	Develop and strengthen writing as needed by
generating additional related, focused	that follows from and supports the argument	planning, revising, editing, rewriting, or
questions that allow for multiple avenues of	presented.	trying a new approach.
exploration.		
	NJSLSA.W.8.4	NJSLSA.W.6
NJSLSA.W.8.8	Produce clear and coherent writing in	Use technology, including the Internet, to
Gather relevant information from multiple	which the development, organization,	produce and publish writing and to interact
print and digital sources, using search terms	voice and style are appropriate to task,	and collaborate with others.
effectively; assess the credibility and	purpose, and audience.	
accuracy of each source; and quote or		NJSLSA.W.8.9
paraphrase the data and conclusions of	NJSLSA.W.8.5	Draw evidence from literary or informational
others while avoiding plagiarism and	With some guidance and support from peers	texts to support analysis, reflection, and
following a standard format for citation.	and adults, develop and strengthen writing	research.
NJSLSA.W.8.9	as needed by planning, revising, editing,	
Draw evidence from literary or informational	rewriting, or trying a new approach, focusing	NJSLSA.W.8.10
texts to support analysis, reflection, and	on how well purpose and audience have been	Write routinely over extended time
research.	addressed.	frames (time for research, reflection,
		metacognition/self correction, and
Speaking/Listening (SL)	NJSLSA.W.8.6	revision) and shorter time frames (a
Speaking/Listening (SE)	Use technology, including the Internet, to	single sitting or a day or two) for a
NJSLSA.SL.8.1	produce and publish writing and present the	range of discipline-specific tasks,
Engage effectively in a range of collaborative	relationships between information and ideas	purposes, and audiences.
discussions (one-on-one, in groups, and	efficiently as well as to interact and	purposes, and addrences.
teacher-led) with diverse partners on grade 8	collaborate with others.	Speaking (Listening (SL)
		Speaking/Listening (SL) NJSLSA.SL.8.1
topics, texts, and issues, building on others'		
ideas and expressing their own clearly.	NJSLSA.W.8.9	Engage effectively in a range of collaborative
	Draw evidence from literary or informational	discussions (one-on-one, in groups, and
Language (L)	texts to support analysis, reflection, and	teacher-led) with diverse partners on grade 8
	research.	topics, texts, and issues, building on others'
NJSLSA.L.8.1		ideas and expressing their own clearly.
Demonstrate command of the conventions of	Speaking/Listening (SL)	
standard English grammar and usage when		Language (L)
writing or speaking.	NJSLSA.SL.8.2	
	Analyze the purpose of information	NJSLSA.L.8.1
NJSLSA.L.8.2	presented in diverse media and formats	Demonstrate command of the conventions of
Demonstrate command of the conventions of	(e.g., visually, quantitatively, orally) and	standard English grammar and usage when
standard English capitalization, punctuation,	evaluate the motives (e.g., social,	writing or speaking.
and spelling when writing.	commercial, political) behind its	
	presentation.	NJSLSA.L.8.1.A
NJSLSA.L.8.2.A		

Use punctuation (comma, ellipsis, dash) to	NJSLSA.SL.8.3	Explain the function of verbals (gerunds,
indicate a pause or break.	Delineate a speaker's argument and specific	participles, infinitives) in general and their
	claims, evaluating the soundness of the	function in particular sentences.
NJSLSA.L.8.2.B	reasoning and relevance and sufficiency of	
Use an ellipsis to indicate an omission.	the evidence and identifying when irrelevant	NJSLSA.L.8.2
	evidence is introduced.	Demonstrate command of the conventions of
NJSLSA.L.8.3		standard English capitalization, punctuation,
Use knowledge of language and its	NJSLSA.SL.8.4	and spelling when writing.
conventions when writing, speaking, reading,	Present claims and findings, emphasizing	
or listening.	salient points in a focused, coherent manner	NJSLSA.L.8.3
	with relevant evidence, sound valid	Use knowledge of language and its
NJSLSA.L.8.4	reasoning, and well-chosen details; use	conventions when writing, speaking, reading,
Determine or clarify the meaning of unknown	appropriate eye contact, adequate volume,	or listening.
and multiple-meaning words or phrases	and clear pronunciation.	
based on grade 8 reading and content,		NJSLSA.L.8.4
choosing flexibly from a range of strategies.	Language (L)	Determine or clarify the meaning of unknown
		and multiple-meaning words or phrases
	NJSLSA.L.8.1	based on grade 8 reading and content,
	Demonstrate command of the conventions of	choosing flexibly from a range of strategies.
NJSLSA.L.8.5	standard English grammar and usage when	
Demonstrate understanding of figurative	writing or speaking.	NJSLSAL.8.5
language, word relationships, and nuances in		Demonstrate understanding of figurative
word meanings.	NJSLSA.L.8.1.B	language, word relationships, and nuances in
-	Form and use verbs in the active and passive	word meanings.
NJSLSA.L.8.6	voice.	
Acquire and use accurately		NJSLSA.L.8.6
grade-appropriate general academic and	NJSLSA.L.8.1.D	Acquire and use accurately
domain-specific words and phrases; gather	Recognize and correct inappropriate shifts in	grade-appropriate general academic and
vocabulary knowledge when considering a	verb voice and mood.	domain-specific words and phrases; gather
word or phrase important to comprehension		vocabulary knowledge when considering a
or expression.	NJSLSA.L.8.2	word or phrase important to comprehension
	Demonstrate command of the conventions of	or expression.
	standard English capitalization, punctuation,	
	and spelling when writing.	
	NJSLSA.L.8.3	
	Use knowledge of language and its	
	conventions when writing, speaking, reading,	
	or listening.	
	NJSLSA.L.8.3.A	
	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).	
	-	

		NJSLSA.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
		NJSLSA.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.	
INSTRUCTIONAL	Whole Group	Whole Group	Whole Group
PROCEDURES	Tea Party: investigate random bits of text to formulate pre-reading ideas and build curiosity. Guide spelling, grammar, and vocabulary activities Silent, shared and independent reading of the novel and various short stories. Reading Response Journals Participate in class discussions questioning the role of the individual vs. society, the ideas of sameness vs. differences and the importance of security vs. free choice. Investigate rites of passage in a variety of cultures, including our own, using print and other media sources. Investigate the science infused within the reading selection. using print and other media sources. Individual Complete a Quilt Square as an analysis of literary elements, summary and response. Respond in writing to a prompt drawing on concepts presented in the text and using research from social and/or scientific	Guide spelling, grammar, and vocabulary activities Mini-lesson: Compare and contrast two arguments and evaluate which author was more successful in supporting their statement of opinion. Shared reading of a renown public address (Dr. Martin Luther King's "I Have a Dream") and create a found poem selecting words and phrases that impacted their reading. Individual Students provide an objective summary of Frederick Douglass's Narrative. Then analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text. Students trace the line of argument in Winston Churchill's "Blood, Toil, Tears and Sweat" address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not.	Guide spelling, grammar, and vocabulary activities Give-One, Get-One or other pre-reading activity to demonstrate understanding of historical context. Silent, shared and independent reading of the novel and various short stories. Participate in class discussions about the historical context of the novel - How does the story provide insight into courageous characters? Investigate the historical and cultural contexts associated with the reading selection. Individual Silent, shared and independent reading of the novel and various short stories. Reading Response Journals (or blogging). Respond to a writing prompt drawing on concepts presented in the text and using research from social investigations. Write a narrative using historical elements about real or imagined experiences/events using effective technique, relevant

	Small Groups Investigate the science infused within the reading selection. using print and other media sources.	Students will compose a sample of functional text with an intended audience in mind (speech, how-to manual, obituary, eulogy) Small Groups Discussion of salient points of a given functional text. Collaborate to generate an infographic	Small Groups Create a timeline, delineating traditional literature as represented through time. For example: <i>The Giver</i> includes allusions to Jonah and the Whale, the Angel Gabriel. <i>The</i> <i>Hunger Games</i> relies on Greek and Roman mythology. Collaborate on completion of response to a writing prompt, drawing on concepts presented in the text and using research from social investigations.
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials Close-reading guide Computer or iPad with Internet Document Camera LCD projector SmartBoard Text/Leveled Texts Commonlit.org Newsela.com MyAccess Scholastic Scope Magazine YouTube Videos Holt Handbook, 2010 Literature 8 McDougal Douglas 2008 Prentice Hall Literature Grade 8 Common Core Edition. 2012 myPerspectives - Pearon Realize digital textbook/consumable textbook Teacher-generated PowerPoint Teacher-generated PowerPoint Teacher-generated worksheets Write Source, 2010 Readwritethink.org Sadlier-Oxford Vocabulary Workshop, Level C Vocabulary Their Way. Pearson Writing Fundamentals L.Lowry: The Giver Quartet D. Keyes: "Flowers for Algernon" S. Collins: Hunger Games Trilogy J. Dashner: Maze Runner series M. Lu: The Legend series Ender's Game by Orson Scott Card The Time Machine by H. G. Wells	MaterialsClose-reading guideComputer or iPad with InternetDocument CameraLCD projectorSmartBoardText/Leveled TextsCommonlit.orgNewsela.comMyAccessScholastic Scope MagazineYouTube VideosHolt Handbook, 2010Literature 8 McDougal Douglas 2008Prentice Hall Literature Grade 8 CommonCore Edition. 2012myPerspectives - Pearon Realize digitaltextbook/consumable textbookTeacher-generated PowerPointTeacher-generated worksheetsWrite Source, 2010Readwritethink.orgSadlier-Oxford Vocabulary Workshop, Level CVocabulary Their Way. PearsonWriting FundamentalsMartin Luther King Jr: "I Have a Dream"http://www.pbs.org/newshour/extra/lessons-plans/i-have-a-dream-as-a-work-of-literature-martin-luther-king-jr/Presidential Inaugural SpeechesChurchill: "Blood, Toil, Tears, and Sweat"Comprehending Functional Text (TeacherResource Book) -	MaterialsClose-reading guideComputer or iPad with InternetDocument CameraLCD projectorSmartBoardText/Leveled TextsCommonlit.orgNewsela.comMyAccessScholastic Scope MagazineYouTube VideosHolt Handbook, 2010Literature 8 McDougal Douglas 2008Prentice Hall Literature Grade 8 CommonCore Edition. 2012myPerspectives - Pearon Realize digitaltextbook/consumable textbookTeacher-generated PowerPointTeacher-generated worksheetsWrite Source, 2010Readwritethink.orgSadlier-Oxford Vocabulary Workshop, Level CVocabulary Their Way. PearsonWriting FundamentalsWorks to build background knowledge::Hoose Phillip. We Were There, Too. YoungPeople in U.S. History, New York: FarrarStraus Giroux, 2001.CommonLit: "The Founding of AmericanDemocracy," "Benedict Arnold: Two Sides ofa Bitter Coin,"Frederick Douglass. Narrative of the Life of

	"Scientists Build Robot That Runs" by Rodrique Ngowi (News Article) "Nikola Tesla: The Greatest Inventor of All?" by Vicky Baez (Biography) Common Lit: R. Bradbury: "All Summer in A Day" R. Bradury: "The Veldt"	https://ellsd68secondary.weebly.com/u ploads/4/7/5/1/47512197/functional text_secondary.pdf "What is Your Life's Blueprint?"Martin Luther King, Jr. https://www.youtube.com/watch?v=852_SQ 1EK9 https://voiceofoc.org/wp-content/uplo ads/2017/01/MLK-Lifes-Blueprint.pdf CommonLit: "Malala Yousafzai's Address to the United Nations, July 2013" "Malala Yousafzai's Nobel Peace Prize Lecture "Henry Adams' Testimony Before Congress" "Steve Jobs' Stanford University Commencement Speech" "Elie Wiesel's Nobel Acceptance Speech" Search thorough Historical Documents filter: https://www.commonlit.org/en/texts?sort_b y=most_popular&lexile_min=&lexile_max=& genre%5B%5D=historical+document&genre %5B%5D=speech&language%5B%5D=engli sh	Frederick Douglass an American Slave, Written by Himself. Boston: Anti-Slavery Office, 1845 Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. New York: HarperCollins, 1983 From Chapter 3: "Six Years Old" Whitman, Walt. "O Captain! My Captain!" Leaves of Grass. Oxford: Oxford University Press, 1990 (1856) Suggested Works: Anderson, Laurie Halse. Chains https://educate.bankstreet.edu/cgi/viewcont ent.cgi?article=1182&context=independent-s tudies Forbes, Esther, Johnny Tremain. HMH Books for Young Readers, 2011. http://www.glencoe.com/sec/literature/litlibr ary/pdf/johnny_tremain.pdf Longfellow, Henry Wadsworth, "Paul Revere's Ride." (1861) https://picturingamerica.neh.gov/downloads/ pdfs/Resource_Guide_Chapters/PictAmer_Re source_Book_Chapter_3A.pdf Yolen: The Devil's Arithmetic http://www.mooreschools.org/?wpfb_dl=3131 Taylor: Roll of Thunder Hear My Cry http://www.mooreschools.com/cms/lib/OK01 000367/Centricity/Domain/2786/4S1845DL. pdf Zusak: The Book Thief Boyne: The Boy in the Striped Pajamas
ASSESSMENTS	FormativeReading Response JournalsAnecdotal notes from small and whole groupdiscussionsReading ConferenceQuick Writing Response/shareWriting Response JournalsWriting ConferenceExit Slips or anecdotal recordsTeacher ObservationSummativeInformative Essay	Formative Reading Response Journals Running record of annotations throughout the specified text. Anecdotal notes from small and whole group discussions Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips or anecdotal records Teacher Observation	Formative Anecdotal notes from small and whole group discussions Reading Response Journals Reading Conference Quick Writing Response/share Writing Response Journals Writing Conference Exit Slips or anecdotal records Teacher Observation

	Quilt Causes (teacher accounted subsis)	Cummetive	Tapahan gapaneted workshoots, guizzas an
	Quilt Square (teacher-generated rubric)	Summative	Teacher-generated worksheets, quizzes or
	Summative Assessments- Novel Unit Plan or	Teacher-generated worksheets, quizzes or	tests.
	teacher-generated test	tests.	Written response to independent historical
		Evaluation of functional text writing sample	research
	<u>Benchmark</u>	Teacher-generated assessment on active and	Teacher-generated assessment on verbals
	MyAccess, CommonLit (White Twp)	passive voice	
	MAP (Hope)		Benchmark
	BAS testing (Harmony)	Benchmark	MyAccess, CommonLit (White Twp)
	5 (5 (7))	MyAccess, CommonLit (White Twp)	MAP (Hope)
		MAP (Hope)	BAS testing (Harmony)
	Scoring Rubrics:	BAS testing (Harmony)	DAD testing (narmony)
		DAS testing (narmony)	Cooring Dubricov
	GRADES 6-11 (July 2015) v3.01 PARCC		Scoring Rubrics:
	SCORING RUBRIC FOR PROSE	Scoring Rubrics:	GRADES 6-11 (July 2015) v3.01 PARCC
	CONSTRUCTED RESPONSE ITEMS Research	GRADES 6-11 (July 2015) v3.01 PARCC	SCORING RUBRIC FOR PROSE
	Simulation Task and Literary Analysis Task	SCORING RUBRIC FOR PROSE	CONSTRUCTED RESPONSE ITEMS Research
	https://parcc.pearson.com/resources/P	CONSTRUCTED RESPONSE ITEMS Research	Simulation Task and Literary Analysis Task
	ractice-Tests/ELA_GR/ELA_L_Grade_6-	Simulation Task and Literary Analysis Task	https://parcc.pearson.com/resources/P
	11_July_2015_Updated_Rubric_v3.pdf	https://parcc.pearson.com/resources/P	ractice-Tests/ELA_GR/ELA_L_Grade_6-
		ractice-Tests/ELA_GR/ELA_L_Grade_6-	11 July 2015 Updated Rubric v3.pdf
		11_July_2015_Updated_Rubric_v3.pdf	
	Teacher-generated rubrics and checklists.		
	Alternative	Alternative	Alternative
		Functional Text Collection Notebook	
	Compose an alternate ending to The Giver		Collaborative ABC book
		Compose and deliver speeches that address	Create a newspaper to highlight the major
		a wrong or injustice students see in society.	events of the novel.
		Design a product and include functional text:	
		cereal and provide nutritional information,	
		STEM product and include warranty	
		information, directions, etc	
ACCOMMODATIONS	Special Education	Special Education	Special Education
Accommodations	 Assistive technology 	 Additional time for skill mastery 	 Additional time for skill mastery
	 Center-Based Instruction/flexible group 	 Assistive technology 	 Assistive technology
	 Check work frequently for understanding 	 Check work frequently for understanding 	 Modified assignment format
	 Modified test content, format or length 	 Modified assignment format 	-Modified test content, format, length
	 Preview of content, concepts, and 	 Modified test content, format, length 	 Preview of content, concepts, and
	vocabulary	 Preview of content, concepts, and 	vocabulary
	 Reduced/shortened written assignments 	vocabulary	 Secure attention before giving
	- Student working with an assigned partner	 Exploration by interest 	instruction/directions
	 Exploration by interest 	 Flexible grouping 	 Student working with an assigned partner
	 Goal setting with students 	 Goal setting with student 	 Exploration by interest
	– Jigsaw	– Think-Pair-Share	– Jigsaw
	- Think-Pair-Share	 Varied journal prompts 	 Mini workshops to re-teach or extend skills
	 Varied journal prompts 	- Varied supplemental materials based on	Open-ended activities
	 Varied supplemental materials 	reading level.	- Think-Pair-Share
			- Varied journal prompts
	ELL	ELL	 Varied supplemental materials based on
		- Teaching key aspects of a topic	student's reading level
		- reaching key aspects of a topic	student's reduing level

Tanaking law ang tang da tanin Eliminata		
 Teaching key aspects of a topic Eliminate papersontial information Using videos 	 Eliminate nonessential information Using videos, illustrations, pictures, and 	EU
nonessential information Using videos,	videos, illustrations, pictures, and	ELL Taraking have another of a barrie
illustrations, pictures, and drawings to	drawings to explain or clarify	- Teaching key aspects of a topic
explain or clarify	 allowing products (projects, timelines, 	 Eliminate nonessential information
 allowing products (projects, timelines, 	demonstrations, models, drawings,	 Use videos, illustrations, pictures, and
demonstrations, models, drawings,	dioramas, poster boards, charts, graphs,	drawings to explain or clarify
dioramas, poster boards, charts, graphs,	slideshows, videos, etc.) to demonstrate	 allowing products (projects, timelines,
slideshows, videos, etc.) to demonstrate	student's learning	demonstrations, models, drawings,
student's learning	 Decreasing the amount of work presented 	dioramas, poster boards, charts, graphs,
 Modifying tests to reflect selected 	or required	slideshows, videos, etc.) to demonstrate
objectives	 Modifying tests to reflect selected 	student's learning
 Using computer word processing spell 	objectives	 Accepting the amount of work presented
check and grammar check features	 Reducing the number of answer choices on 	 Modifying tests to reflect selected
 Using true/false, matching, or fill in the 	a multiple choice test	objectives
blank tests in lieu of essay tests		 Reducing the number of answer choices on
	<u>At Risk</u>	a multiple choice
<u>At Risk</u>	 Teaching key aspects of a topic 	 Using true/false, matching, or fill in the
- Allow varied products (projects, timelines,	- Allowing products (projects, timelines,	blank tests in lieu of essay tests
demonstrations, models, drawings,	demonstrations, models, drawings,	
dioramas, poster boards, charts, graphs,	dioramas, poster boards, charts, graphs,	At Risk
slideshows, videos, etc.) to demonstrate	slideshows, videos, etc.) to demonstrate	- Allowing students to correct errors (looking
student's learning	student's learning	for understanding)
 Accept the amount of work presented. 	 Allowing students to select from given 	 Eliminate nonessential information
 Marking students' correct and acceptable 	choices .	 Allowing products (projects, timelines,
work, not the mistakes	 Accept the amount of work presented 	demonstrations, models, drawings,
 Modifying tests to reflect selected 	 Modifying tests to reflect selected 	dioramas, poster boards, charts, graphs,
objectives	objectives	slideshows, videos, etc.) to demonstrate
 Providing study guides 	- Using authentic assessments with real-life	student's learning
- Using authentic assessments with real-life	problem-solving	-Accept the amount of work presented
problem-solving	- Using videos, illustrations, pictures, and	 Modifying tests to reflect selected
 using videos, illustrations, pictures, and 	drawings to explain or clarify	objectives
drawings to explain or clarify	- Exploration by interest	 Using authentic assessments with real-life
 Exploration by interest 	- Flexible grouping	problem-solving
- Flexible grouping	 Mini workshops to re-teach or extend skills 	- using videos, illustrations, pictures, and
- Goal setting with students	- Think-Pair-Share	drawings to explain or clarify
 Mini workshops to re-teach or extend skills 	- Varied journal prompts	 Choice of books or activities
Open-ended activities	- Varied supplemental materials	 Exploration by interest
– Think-Pair-Share		 Flexible grouping
- Varied journal prompts	Gifted and Talented	 Mini workshops to re-teach or extend skills
 Varied supplemental materials 	- Exposure to varied supplemental texts	- Think-Pair-Share
	- Group investigations	- Varied supplemental materials based on
Gifted and Talented	- Guided Reading	student reading level
- Games and tournaments	 Independent research and projects 	
- Group investigations	Interest groups	Gifted and Talented
 Independent research and projects I 	- Leveled rubrics	- Group investigations
- Independent research and projects I	 Problem-based learning 	- Guided Reading
	5	
 Literature circles/Stations,centers 	 Tiered activities/assignments 	

	 Multiple intelligence options 		 Independent research and projects
	 Project-based learning 	<u>504</u>	Interest groups
	 Problem-based learning 	 Assistive technology 	 Leveled rubrics
	- Think-Tac-Toes	 Behavior management plan 	 Literature circles
	 Tiered activities/assignments 	- Have student repeat directions to check for	 Multiple intelligence options
	, 5	understanding	- Multiple texts
		 Modified assignment format 	 Project-based learning
	504	 Modified test content, format, or length 	 Problem-based learning
	- Assistive technology	 Exploration by interest 	- Tiered activities/assignments
	 Behavior management plan 	- Flexible grouping	herea activities, assignments
	 Check work frequently for understanding 	- Goal setting with students	504
	 Have student repeat directions to check for 	- Think-Pair-Share	– Assistive technology
	understanding	- Reading buddies	 Have student repeat directions to check for
	 Highlighted text visual presentation 	 Varied journal prompts 	understanding
	 Modified test content, format or length. 	 Varied supplemental materials by reading 	 Highlighted text visual presentation
	 Multi-sensory presentation 	level	-Modified test content, format, or length
	 Preview of content, concepts, and 		 Preview of content, concepts, and
	vocabulary		vocabulary
	 Reduced/shortened written assignments 		 Secure attention before giving
	 Shortened assignments 		instruction/directions
	 Choice of books or activities 		 Student working with an assigned partner
	 Exploration by interest 		 Choice of books or activities
	- Flexible grouping		 Exploration by interest
	- Goal setting with students		- Flexible grouping
	- Jigsaw		 Mini workshops to re-teach or extend skills
	 Open-ended activities 		Open-ended activities
	- Think-Pair-Share		- Think-Pair-Share
	- Varied journal prompts		- Varied journal prompts
	 Varied supplemental materials 		 Varied supplemental materials by reading
			level
INTERDISCIPLINA	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
RY CONNECTIONS	– English Language Arts	 English Language Arts 	 English Language Arts
	– Mathematics	 Social Studies, including American History, 	 Mathematics
	 Science and Scientific Inquiry (Next 	World History, Geography, Government	 Science and Scientific Inquiry (Next
21ST CENTURY	Generation)	and Civics, and Economics	Generation)
SKILLS/THEMES	 Social Studies, including American History, 	 Visual and Performing Arts 	 Social Studies, including American History,
(P21.ORG)	World History, Geography, Government		World History, Geography, Government
(1 = 1 = 1 = 1 = 1	and Civics, and Economics	21st Century Skills/ Themes	and Civics, and Economics
	– Technology	- Global Awareness	– Technology
TECHNOLOGY	- Visual and Performing Arts	 Financial, Economic, Business and 	
INTEGRATION	– World languages/cultures	Entrepreneurial Literacy	21st Century Skills/ Themes
		- Civic Literacy	- Global Awareness
CAREER	21st Century Skills/ Themes	 Creativity and Innovation 	- Financial, Economic, Business and
CAREER	- Global Awareness	- Critical Thinking	Entrepreneurial Literacy (Roll of Thunder,
EDUCATION	 Financial, Economic, Business and 	- Problem Solving	Hear My Cry - sharecropping, mortgage,
(NJDOE CTE	Entrepreneurial Literacy	- Communication	etc.)
Clusters)	- Civic Literacy	- Collaboration	– Civic Literacy
Clusters		Conaboración	Civic Literacy

		Information Library	Lingth Lington (Environ 1702)
	- Health Literacy	- Information Literacy	– Health Literacy (Fever 1793)
	– Environmental Literacy	– Media Literacy	- Environmental Literacy
	- Creativity and Innovation		- Creativity and Innovation
	- Critical Thinking	Technology Integration	- Critical Thinking
	- Problem Solving	- Chromebook	- Problem Solving
	- Communication	- Video/iPads	- Communication
	- Collaboration	 Online text: web-based reading resources 	- Collaboration
	- Information Literacy	 Online writing-submission resource 	 Information Literacy
	- Media Literacy	- Google Classroom	- Media Literacy
	 ICT (Information, Communication and Technology) Literacy 	- Access to video streaming	 ICT (Information, Communication and Technology) Literacy
	Technology Integration	Career Education: – Agriculture, Food & Natural Resources	Technology Integration
	- Chromebook	- Architecture & Construction	- Chromebook
	 Video/iPads to record/present 	- Arts, A/V Technology & Communications	 Video/iPad/Chromebook access
	 Online text: web-based reading resources 	 Business Management & Administration 	 Online text: web-based reading resources
	 Online writing-submission resource 	- Education & Training	 Online writing-submission resource
	- Google Classroom	- Finance	- Google Classroom
	- Access to video streaming	 Government & Public Administration 	 Access to video streaming
		- Health Science	Access to video streaming
	Career Education	- Hospitality & Tourism	Career Education
	– Agriculture, Food & Natural Resources	– Human Services	- Agriculture, Food & Natural Resources
	- Architecture & Construction	 Information Technology 	- Architecture & Construction
	- Arts, A/V Technology & Communications	– Law, Public Safety, Corrections & Security	- Arts, A/V Technology & Communications
	- Business Management & Administration	- Manufacturing	- Business Management & Administration
	- Education & Training	- Marketing	- Education & Training
	– Finance	- Science, Technology, Engineering &	- Finance
	- Government & Public Administration	Mathematics (STEM)	 Government & Public Administration
	– Health Science	- Transportation, Distribution & Logistics	- Health Science
	– Human Services		- Hospitality & Tourism
	- Information Technology		– Human Services
	– Law, Public Safety, Corrections & Security		 Information Technology
	- Marketing		– Law, Public Safety, Corrections & Security
	- Science, Technology, Engineering &		- Manufacturing
	Mathematics (STEM)		- Marketing
	- Transportation, Distribution & Logistics		- Science, Technology, Engineering &
			Mathematics (STEM)
			- Transportation, Distribution & Logistics
PACING>	UNIT #7	UNIT #8	UNIT #9
	4 Weeks	4 Weeks	4 Weeks
TOPIC/THEME AND	Biographies and Memoirs	Poetry	Folk Tales, Myths and Legends
OBJECTIVES	 Students will be able to identify the 	 Students will be able to identify and 	 Students will be able to read, compare,
0001011120	character traits of nonfictional characters.	interpret the author's choices of	and contrast myths, legends, and folk
	Students will read literary nonfiction text	connotative and figurative language.	tales from a variety of countries/cultures.
	about people who faced conflict.	 Students will be able to evaluate the 	 Students will be able to identify and
		impact of word choice.	analyze the cultural contexts of a reading selection.

	 Students will explain how knowing the historical context of a story will enhance their understanding. Students will identify and apply stylistic devices and narrative elements when writing their own personal narratives. 	 Compare and contrast the content, format and style of works written or performed by the same author or referring a similar theme, event or topic. Students will be able to produce a sample of poetry which exhibits a skillful use of word choice and specific figurative language. 	 Students will be able to reflect upon the values our culture finds significant through knowledge of folk heroes. Students will be able to compose a traditional story exhibiting the form's essential characteristics.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 Is it our similarities or our differences that matter the most? How can reading about the courage of real people inform our understanding of determined literary characters? Reading biographies and memoirs will inspire the reader to identify with the nonfictional characters/author, recognize there are universal human struggles, and develop a sense of empathy. 	 What is the secret to reaching someone with words? How does poetry reveal what we might not otherwise recognize? Poetry may be ambiguous, therefore, meaning often must be found beyond the text. A poet's craft is usually meant to evoke feelings rather than merely convey information. 	 Are yesterday's heroes important today? What do folktales, myths, and legends reveal about world cultures - including our own? Folk tales, myths and legends often reveal what a culture values as being significant and lasting.
STANDARDS	Reading Literature (RL)	Reading Literature (RL)	Reading Literature (RL)
	NJSLSA.RL.8.1	NJSLSA.RL.8.1	NJSLSA.RL.8.1
	Cite the textual evidence and make	<u>Cite the textual evidence and make</u>	<u>Cite the textual evidence and make</u>
	relevant connections that most strongly	relevant connections that most strongly	relevant connections that most strongly
	supports an analysis of what the text	supports an analysis of what the text	supports an analysis of what the text
	says explicitly as well as inferences	says explicitly as well as inferences	says explicitly as well as inferences
	drawn from the text.	drawn from the text.	drawn from the text.
	NJSLSA.RL.8.2	NJSLSA.RL.8.2	NJSLSA.RL.8.2
	Determine a theme or central idea of a text	Determine a theme or central idea of a text	Determine a theme or central idea of a text
	and analyze its development over the course	and analyze its development over the course	and analyze its development over the course
	of the text, including its relationship to the	of the text, including its relationship to the	of the text, including its relationship to the
	characters, setting, and plot; provide an	characters, setting, and plot; provide an	characters, setting, and plot; provide an
	objective summary of the text.	objective summary of the text.	objective summary of the text.
	NJSLSA.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.	NJSLSA.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	NJSLSA.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.
	NJSLSA.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. NJSLSA.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	NJSLSA.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

NJSLSA.RL.8.5	NJSLSA.RL.8.10	NJSLSA.RL.8.5
Compare and contrast the structure of two or	By the end of the year read and	Compare and contrast the structure of two or
more texts and analyze how the differing	comprehend literature, including	more texts and analyze how the differing
structure of each text contributes to its	stories, dramas, and poems at grade	structure of each text contributes to its
meaning and style.	level text-complexity or above,	meaning and style.
	scaffolding as needed.	
NJSLSA.RL.8.10		NJSLSA.RL.8.7
By the end of the year read and	Writing (W)	Evaluate the choices made by the
comprehend literature, including		directors or actors by analyzing the
stories, dramas, and poems at grade	NJSLSA.W.8.4	extent to which a filmed or live
level text-complexity or above,	Produce clear and coherent writing in	production of a story or drama stays
scaffolding as needed.	which the development, organization,	faithful to or departs from the text or
	voice and style are appropriate to task,	script.
Reading Info Text (RI)	purpose, and audience.	
		NJSLSA.RL.8.9
NJSLSA.RI.8.1	NJSLSA.W.8.5	Analyze and reflect on (e.g. practical
Cite the textual evidence that most	With some guidance and support from peers	knowledge, historical/cultural context,
strongly supports an analysis of what	and adults, develop and strengthen writing	and background knowledge) how a
the text says explicitly as well as	as needed by planning, revising, editing,	modern work of fiction draws on
inferences drawn from the text.	rewriting, or trying a new approach, focusing	themes, patterns of events, or character
	on how well purpose and audience have been	types from myths, traditional stories, or
NJSLSA.RI.8.2	addressed.	religious works such as the Bible,
Determine a central idea of a text and		including describing how the material is
analyze its development over the course of	NJSLSA.W.8.6	rendered new.
the text, including its relationship to	Use technology, including the Internet, to	
supporting ideas; provide an objective	produce and publish writing and present the	NJSLSA.RL.8.10
summary of the text.	relationships between information and ideas	By the end of the year read and
	efficiently as well as to interact and	comprehend literature, including
NJSLSA.RI.8.3	collaborate with others.	stories, dramas, and poems at grade
Analyze how a text makes connections		level text-complexity or above,
among and distinctions between individuals,	NJSLSA.W.8.9	scaffolding as needed.
ideas, or events (e.g., through comparisons,	Draw evidence from literary or informational	
analogies, or categories).	texts to support analysis, reflection, and	Reading Info Text (RI)
	research.	
NJSLSA.RI.8.4		NJSLSA.RI.8.1
Determine the meaning of words and	NJSLSA.W.8.10	Cite the textual evidence that most
phrases as they are used in a text, including	Write routinely over extended time	strongly supports an analysis of what
figurative, connotative, and technical	frames (time for research, reflection,	the text says explicitly as well as
meanings; analyze the impact of specific	metacognition/self correction, and	inferences drawn from the text.
word choices on meaning and tone, including	revision) and shorter time frames (a	
analogies or allusions to other texts.	single sitting or a day or two) for a	NJSLSA.RI.8.3
	range of discipline-specific tasks,	Analyze how a text makes connections
NJSLSA.RI.8.5	purposes, and audiences.	among and distinctions between individuals,
Analyze the structure an author uses to		ideas, or events (e.g., through comparisons,
organize a specific paragraph in a text,		analogies, or categories).
including the role of particular		

sentences, to develop and to refine a	Speaking/Listening (SL)	NJSLSA.RI.8.4
key concept.		Determine the meaning of words and
	NJSLSA.SL.8.1	phrases as they are used in a text, including
NJSLSA.RI.8.6	Engage effectively in a range of collaborative	figurative, connotative, and technical
Determine an author's point of view or	discussions (one-on-one, in groups, and	meanings; analyze the impact of specific
purpose in a text and analyze how the author	teacher-led) with diverse partners on grade 8	word choices on meaning and tone, including
acknowledges and responds to conflicting	topics, texts, and issues, building on others'	analogies or allusions to other texts.
evidence or viewpoints.	ideas and expressing their own clearly.	
		Writing (W)
NJSLSA.RI.8.7	NJSLSA.SL.8.1.D	
Evaluate the advantages and disadvantages	Acknowledge new information expressed by	NJSLSA.W.8.1
of using different mediums (e.g., print or	others, and, when warranted, qualify or	Write arguments to support claims with clear
digital text, video, multimedia) to present a	justify their own views in light of the evidence	reasons and relevant evidence.
particular topic or idea.	presented.	
F F	F	NJSLSA.W.8.2
NJSLSA.RI.8.10	NJSLSA.SL.8.2	Write informative/explanatory texts to
By the end of the year read and	Analyze the purpose of information	examine a topic and convey ideas, concepts,
comprehend literary nonfiction at grade	presented in diverse media and formats	and information through the selection,
level text-complexity or above, with	(e.g., visually, quantitatively, orally) and	organization, and analysis of relevant
scaffolding as needed.	evaluate the motives (e.g., social,	content.
searrolang as needed.	commercial, political) behind its	content.
Writing (W)	presentation.	NJSLSA.W.8.3
writing (w)	presentation.	Write narratives to develop real or imagined
NJSLSA.W.4	Language (L)	experiences or events using effective
Produce clear and coherent writing in which	Language (L)	technique, relevant descriptive details, and
the development, organization, and style are	NJSLSA.L.8.1.C	well-structured event sequences.
appropriate to task, purpose, and audience.	Form and use verbs in the indicative,	weil-structured event sequences.
appropriate to task, purpose, and addience.	imperative, interrogative, conditional, and	NJSLSA.W.8.4
NJSLSA.W.5		<u>Produce clear and coherent writing in</u>
	subjunctive mood.	
Develop and strengthen writing as needed by		which the development, organization,
planning, revising, editing, rewriting, or	NJSLSA.L.8.4	voice and style are appropriate to task,
trying a new approach.	Determine or clarify the meaning of unknown	purpose, and audience.
	and multiple-meaning words or phrases	
NJSLSA.W.6	based on grade 8 reading and content,	NJSLSA.W.8.5
Use technology, including the Internet, to	choosing flexibly from a range of strategies.	With some guidance and support from peers
produce and publish writing and to interact		and adults, develop and strengthen writing
and collaborate with others.	NJSLSA.L.8.4.B	as needed by planning, revising, editing,
	Use common, grade-appropriate Greek or	rewriting, or trying a new approach, focusing
NJSLSA.W.8.2	Latin affixes and roots as clues to the	on how well purpose and audience have been
Write informative/explanatory texts to	meaning of a word (e.g., precede, recede,	addressed.
examine a topic and convey ideas, concepts,	secede).	
and information through the selection,		
organization, and analysis of relevant	NJSLSA.L.8.5	NJSLSA.W.8.6
content.	Demonstrate understanding of figurative	Use technology, including the Internet, to
NJSLSA.W.8.3	language, word relationships, and nuances in	produce and publish writing and present the
Write narratives to develop real or imagined	word meanings.	relationships between information and ideas
experiences or events using effective	-	

technique, relevant descriptive details, and	NJSLSA.L.8.5.A	efficiently as well as to interact and
well-structured event sequences.	Interpret figures of speech (e.g. verbal irony,	collaborate with others.
NJSLSA.W.8.9	puns) in context.	NJSLSA.W.8.7
Draw evidence from literary or informational		
texts to support analysis, reflection, and	NJSLSA.L.8.5.C Distinguish among the connotations	Conduct short research projects to answer a question (including a self-generated
research.	(associations) of words with similar	question (including a sen-generated question), drawing on several sources and
	denotations (definitions) (e.g., bullheaded,	generating additional related, focused
NJSLSA.W.8.10	willful, firm, persistent, resolute).	questions that allow for multiple avenues of
Write routinely over extended time	wind, inn, persistent, resolute).	exploration.
frames (time for research, reflection,	NJSLSA.L.8.6	
metacognition/self correction, and	Acquire and use accurately	NJSLSA.W.8.8
revision) and shorter time frames (a	grade-appropriate general academic and	Gather relevant information from multiple
single sitting or a day or two) for a	domain-specific words and phrases; gather	print and digital sources, using search terms
range of discipline-specific tasks,	vocabulary knowledge when considering a	effectively; assess the credibility and
purposes, and audiences.	word or phrase important to comprehension	accuracy of each source; and quote or
<u></u>	or expression.	paraphrase the data and conclusions of
Speaking/Listening (SL)		others while avoiding plagiarism and
		following a standard format for citation.
NJSLSA.SL.8.5		
Integrate multimedia and visual displays into		NJSLSA.W.8.9
presentations to clarify information,		Draw evidence from literary or informational
strengthen claims and evidence, and add		texts to support analysis, reflection, and
interest.		research.
NJSLSA.SL.8.6		NJSLSA.W.8.9.A
Adapt speech to a variety of contexts and		Apply grade 8 Reading standards to
tasks, demonstrating command of formal		literature (e.g., "Analyze how a modern work
English when indicated or appropriate.		of fiction draws on themes, patterns of
		events, or character types from myths,
Language (L)		traditional stories, or religious works such as
		the Bible, including describing how the
NJSLSA.L.8.3		material is rendered new").
Use knowledge of language and its		
conventions when writing, speaking, reading,		NJSLSA.W.8.10
or listening.		Write routinely over extended time
		frames (time for research, reflection,
NJSLSA.L.8.4 Determine or clarify the meaning of unknown		metacognition/self correction, and revision) and shorter time frames (a
and multiple-meaning words or phrases		single sitting or a day or two) for a
based on grade 8 reading and content,		range of discipline-specific tasks,
choosing flexibly from a range of strategies.		purposes, and audiences.
		purposes, and addiences.
NJSLSA.L.8.6		Speaking/Listening (SL)
Acquire and use accurately		
grade-appropriate general academic and		NJSLSA.SL4
domain-specific words and phrases; gather		
		<u> </u>

vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	NJSLSA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	NJSLSA.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	NJSLSA.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Language (L)
	NJSLSA.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	NJSLSA.L.8.1.D Recognize and correct inappropriate shifts in verb voice and mood.
	NJSLSA.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	NJSLSA.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	NJSLSA.L.8.4

			Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. NJSLSA.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.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.
INSTRUCTIONAL PROCEDURES	Whole GroupParticipate in class discussionsGuide spelling, grammar, and vocabularyactivitiesInvestigate the historical/cultural contextsassociated with the reading selectionAnalyze how the author's specific wordchoices and diction impact the meaning andtone of their writing and the characterizationof the individuals and places they describes.Conduct an author study by researching thelife, influences and accomplishments of afavorite author.Students analyze in detail how the earlyyears of the historical figure relate to the lifeexperience of the author of the work. (Whatdrew the author to that specific person?)IndividualSilent, shared and independent reading ofthe novel and various short stories.Reading Response JournalsCompose an original memoir or personalnarrative applying stylistic devices (thismight include graphic representations,pictures, drawings, illustration)Small GroupsSilent, shared and independent reading of	Whole GroupGuide spelling, grammar, and vocabulary activitiesExplore song lyrics as poetry, identifying figurative language, connotative meanings, word choice, tone and mood.Read a variety of poetic forms, including narrative, sonnet, spoken word, couplets,lyrical, free verse, exploring the key idea of using words to create images. Understand the concept of puns. Uncover a poem's analogies and allusions. Analyze the impact of specific word choices by the author and determine how they contribute to the overall meaning and tone of the poem.Individual Illustrate a poem as it is read aloud. Write a short, descriptive poem that includes figurative language Compose a personal response to a poem.Small Groups Give an oral interpretation of a poem	Whole Group Guide spelling, grammar, and vocabulary activities Read book cover, investigate text features, discuss differences between different types of traditional literature. Shared and/or independent reading of selections Discuss societal and cultural differences within the text and draw parallels to other cultures or present day society. Individual Record observations, reflections, evidence of comprehension and/or details about literary elements in a Reading Journal Shared and/or independent reading of selection Investigate related topics including the societal and cultural practices that would explain the rationale for the specific work Create a soundtrack of significance either to the plot of a novel or selections. -or- Create a parable, folktale, myth or legend using themes from the selected text. -or-

	udents determine the figurative and		Write an argument based on an issue
	nnotative meanings of words (such as		presented in the text (teacher or
way	ayfaring, laconic, and taciturnity as well as		self-selected prompt)
of	phrases such as "hold his peace" in John		
	einbeck's Travels with Charley: In Search		Small Groups
	America.)		Read a short biography of the author,
017	America.)		including the historical/cultural influences on
			the selected text
			Design and construct products (projects,
			timelines, demonstrations, models, drawings,
			dioramas, poster boards, charts, graphs,
			slideshows, videos, etc.) to demonstrate
			learning of how the traditional piece was
			rendered new.
	aterials	Materials	
			Materials
	ose-reading guide	Close-reading guide	Close-reading guide
	mputer or iPad with Internet	Computer or iPad with Internet	Computer or iPad with Internet
	ocument Camera	Document Camera	Document Camera
	D projector	LCD projector	LCD projector
LEVELED TEXTS Sm	nartBoard	SmartBoard	SmartBoard
Te	ext/Leveled Texts	Text/Leveled Texts	Text/Leveled Texts
	ommonlit.org	Commonlit.org	Commonlit.org
	ewsela.com	Newsela.com	Newsela.com
	/Access	MvAccess	MvAccess
,	holastic Scope Magazine	Scholastic Scope Magazine	Scholastic Scope Magazine
	uTube	YouTube	YouTube
	olt Handbook, 2010	Holt Handbook, 2010	Holt Handbook, 2010
	erature 8 McDougal Douglas 2008	Literature 8 McDougal Douglas 2008	Literature 8 McDougal Douglas 2008
	entice Hall Literature Grade 8 Common	Prentice Hall Literature Grade 8 Common	Prentice Hall Literature Grade 8 Common
	ore Edition. 2012	Core Edition. 2012	Core Edition. 2012
my	Perspectives - Pearon Realize digital	myPerspectives - Pearon Realize digital	myPerspectives - Pearon Realize digital
tex	xtbook/consumable textbook	textbook/consumable textbook	textbook/consumable textbook
Tea	acher-generated PowerPoint	Teacher-generated PowerPoint	Teacher-generated PowerPoint
	acher-generated worksheets	Teacher-generated worksheets	Teacher-generated worksheets
	rite Source, 2010	Write Source, 2010	Write Source, 2010
	adwritethink.org	Readwritethink.org	Readwritethink.org
	dlier-Oxford Vocabulary Workshop, Level C	Sadlier-Oxford Vocabulary Workshop, Level C	Sadlier-Oxford Vocabulary Workshop, Level C
	cabulary Their Way. Pearson	Vocabulary Their Way. Pearson	Vocabulary Their Way. Pearson
Voc	cabalary men way. I carson	Vocabulary Incli Way. FeatSUI	vocabalary men way. realson
S	iggested Works:	Suggested Works:	Suggested Works:
	ly First Free Summer" by Julia Alvarez	Carroll, Lewis. "Jabberwocky." Alice Through	A Writer's Notebook, Ralph Fletcher
	iterature 8, McDougall Littell).	the Looking Glass . Cambridge, Mass.:	Brer Possum's Dilemma by Jackie Torrence
	cerpts from Woodsong - " A Glow in the	Candlewick, 2005. (1872)	Coyote Steals the Sun and Moon by Richard
	ark" by Gary Paulsen	From Dickinson, Emily. "The Railway Train."	Erdos and Alfonso Ortiz
"Ar	nne Frank Remembered" by Miep Gies	The Complete Poems of Emily Dickinson.	Steinbeck, John. The Pearl. Penguin Group,
			1993

"The Mysterious Mr. Lincoln" by Russell	Boston: Little, Brown, 1960. (1893hapter 1:	The Pearl Text Set:
Freedman	"Looking-Glass House"	https://newsela.com/text-sets/7743
https://www.tiptoediscovery.com.br/wp-cont	Frost, Robert. "The Road Not Taken." The	The Kane Chronicles, Rick Riordan
ent/uploads/2016/10/u2 mysterio lincoln s	Poetry of Robert Frost: The Collected Poems	Why the Waves have Whitecaps by Zora
<u>e-text.pdf</u>	. Edited by Edward Connery Lathem. New	Neale Hurston
"Cub Pilot on the Mississippi" by Mark Twain	York: Henry Holt, 1979. (1915	The Lightning Thief by Rick Riordan
"Narrative of the Life of Frederick Douglass,	Giovanni, Nikki. "A Poem for My Librarian,	Greek Myths including, but not limited to:
an American Slave, Written by Himself"	Mrs. Long." Acolytes . New York: William	Icarus and Daedalus, Orpheus and Eurydice,
Excerpts from "Night" by Elie Wiesel	Morrow, 2007. (2007)	Greek Mythology Text Set:
"Maus" by Art Speigelman	Hughes, Langston. "I, Too, Sing America."	https://newsela.com/text-sets/219256
"The Upstairs Room" by Johanna Reiss	The Collected Poems of Langston Hughes.	CommonLit
"Travels with Charley" by John Steinbeck	New York: Knopf, 1994. (1925)	https://www.commonlit.org/en/texts?query=
"Barrington Irving, Pilot and Educator / Got	Longfellow, Henry Wadsworth. "Paul Revere's	myths&sort by=relevant&lexile min=&lexile
30 Dollars" National Geographic, Magazine	Ride." (1861)	max=&level%5B%5D=7th-8th+grade⟨
Article	Navajo tradition. "Twelfth Song of Thunder."	uage%5B%5D=english
Yousafzai, Malala. I Am Malala.	The Mountain Chant: A Navajo Ceremony.	Icarus and Daedalus, Josephine Preston
http://engl611-mueller.wikispaces.umb.edu/f	Forgotten Books, 2008. (1887)	Peabody, Myth
ile/view/Goldberg ENG611 MalalaUnit FINA	Sandburg, Carl. "Chicago." Chicago Poems .	Spoken Word poem: "Icarus" by Kate
<u>L.pdf</u>	New York: Henry Holt, 1916. (1916)	Tempest (2010)
		https://www.youtube.com/watch?v=yv5fgga
Obama, Barack - Excerpt from "Dreams from	Soto, Gary. "Oranges." Black Hair .	pRwQ
My Father"	Pittsburgh: University of Pittsburgh Press,	Greek God and Goddess Bingo
"The Vision of Maya Lin" by Brent	1985. (1985)	https://researchparent.com/wp-content/uplo
Ashabranner. (Prentice Hall Literature 8)	Whitman, Walt. "O Captain! My Captain!"	ads/Greek Mythology God and Goddess Co
http://www.phschool.com/atschool/georgia/	Leaves of Grass . Oxford: Oxford University	ntrol Cards.pdf
pdfbooks/readers journey/GR8 SE unit1 be	Press, 1990. (1865)	Newsela:
fore.pdf	Alfred Noyes. "The Highwayman"Prentice	https://newsela.com/search/#/?needle=folkt
	Hall Literature Silver.	<u>ales</u>
CommonLit:	Iris Dement. "There's a Wall in Washington."	
"The Real 'Hacksaw Ridge' Soldier Saved 75	in conjunction with nonfiction:	
Souls" by Elizabeth Blair.	"The Vision of Maya Lin" by Brent	
Malala Yousafzai: A Normal Yet Powerful"	Ashabranner. (Prentice Hall Literature 8)	
by NPR Staff (audio	http://www.phschool.com/atschool/georgia/	
https://www.npr.org/books/titles/234740673	pdfbooks/readers journey/GR8 SE unit1 be	
/i-am-malala-the-girl-who-stood-up-for-educ	fore.pdf	
ation-and-was-shot-by-the-taliban	"The Unknown Citizen" by W. H. Auden	
Excerpt from 'The Story of My Life'" by Helen	Commonlity	
Keller.	CommonLit: "I am the Beeple, The Meh" by Carl Sandhurg	
	"I am the People, The Mob" by Carl Sandburg "Wilderness" by Carl Sandburg	
	winderness by carr sandburg	

ASSESSMENTS	FormativeReading Response JournalsClass participation in small and whole groupdiscussions.Reading ConferenceQuick Writing Response/ShareWriting Response JournalWriting ConferenceExit Slip or other anecdotal recordTeacher ObservationSummativeMemoir/Personal Narrative (poster or scrapbook)Teacher-generated rubrics and checklists.BenchmarkMyAccess (White Twp) MAP (Hope)BAS testing (Harmony)Alternative Letter to My Former Self The American Teenager Project: http://theamericanteenagerproject.org Six Word Memoir	Formative Reading Response Journals Class participation in small and whole group discussions. Reading Conference Quick Writing Response/Share Writing Response Journal Writing Conference Exit Slip or other anecdotal record Teacher Observation Summative "March Madness" poetry analysis Student generated poem Benchmark MyAccess (White Twp) MAP (Hope) BAS testing (Harmony) Alternative Task Cards for figurative language identification Transmediation of a song of individual choice into a multimedia presentation.	FormativeReading Response JournalsClass participation in small and whole groupdiscussionsReading ConferenceQuick Writing Response/shareWriting Response JournalsWriting ConferenceExit Slips and Anecdotal RecordingsTeacher ObservationSummativeWriting sample: Narrative (parable, myth,legend or folktale), Argument orLiterary AnalysisBenchmarkMyAccess (White Twp)MAP (Hope)BAS testing (Harmony)AlternativeShare playlistSpoken Word PoemCreate a modern myth reflecting theconcerns of current societal issues.
ACCOMMODATIONS	 Special Education Assistive technology Check work frequently for understanding Highlighted text visual presentation Modified test content, format or length Preview of historical context Secure attention before giving instruction/directions Teacher initiated weekly assignment sheet Choice of books or activities Exploration by interest Flexible grouping Varied journal prompts 	Special Education - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Have student repeat directions to check for understanding - Highlighted text visual presentation - Modified test content, format or length - Multi-sensory presentation - Preview of content, concepts, and vocabulary - Secure attention before giving instruction/directions - Choice of poem, song or activities	 Special Education Assistive technology Center-Based Instruction Have student repeat directions to check for understanding Highlighted text visual presentation Modified test content, format and/or length Multi-sensory presentation Preview of content, concepts, and vocabulary Secure attention before giving instruction/directions Shortened assignments Student working with an assigned partner

	ried supplemental materials based on	 Flexible grouping 	 Choice of reading selection and/or product
stu	ident reading level	 Goal setting with students 	 Exploration by interest
		– Think-Pair-Share	 Flexible grouping
<u>ELL</u>		 Varied supplemental materials based on 	 Goal setting with students
– Elir	minate nonessential information	student's reading level.	 Mini workshops to re-teach or extend skills
– Usi	ing videos, illustrations, pictures, and	-	- Think-Pair-Share
	awings to explain or clarify	ELL	 Varied supplemental materials based on
	cept the amount of work presented	 Teaching key aspects of a topic 	student's reading level.
	difying tests to reflect selected	 Eliminate nonessential information 	
	jectives	- Using videos, illustrations, pictures, and	ELL
00)	Jectives	drawings to explain or clarify	- Teaching key aspects of a topic
At Di			 Using videos, illustrations, pictures, and
At Ri		 allowing products (projects, timelines, 	
	aching key aspects of a topic	demonstrations, models, drawings,	drawings to explain or clarify
	minate nonessential information	dioramas, poster boards, charts, graphs,	 Accept the amount of work presented.
	owing students to select from given	slideshows, videos, etc.) to demonstrate	 Modifying tests to reflect selected objective
	pices.	student's learning	 Reducing the number of answer choices on
	cept the amount of work presented	 Accepting the amount of work presented. 	a multiple choice test
- Mo	difying tests to reflect selected	 Providing study guides 	
obj	jectives	 Reducing the number of answer choices on 	<u>At Risk</u>
– Usi	ing authentic assessments with real-life	a multiple choice test	 Reteaching key aspects of a topic
	bblem-solving	 Using true/false, matching, or fill in the 	 Allowing students to select from given
	ng videos, illustrations, pictures, and	blank tests in lieu of essay tests	choices .
	awings to explain or clarify		 Allowing the use of note cards or
	oice of books or activities	At Risk	open-book during testing
	ploration by interest	 Teaching key aspects of a topic 	 Accept the amount of work presented
	xible grouping	 Accepting the amount of work presented. 	 Using authentic assessments with real-life
	ink-Pair-Share	 Marking students' correct and acceptable 	problem-solving
	ried journal prompts	work, not the mistakes	 using videos, illustrations, pictures, and
	ried supplemental materials based on	 Providing study guides 	drawings to explain or clarify
stu	ident's reading level.	 Reducing the number of answer choices on multiple choice test 	- Goal setting with students
		a multiple choice test	- Think-Pair-Share
	ed and Talented	 Using authentic assessments with real-life 	- Reading buddies
	ernative formative and summative	problem-solving	 Varied supplemental materials based on
	sessment	 using videos, illustrations, pictures, and 	student's reading level and interests.
	oup investigations	drawings to explain or clarify	
– Ind	dependent research and projects	 Choice of poem, song, or activities 	Gifted and Talented
– Lev	veled rubrics	 Exploration by interest 	 Alternative formative and summative
– Lite	erature circles	- Flexible grouping	assessments
– Mu	Itiple intelligence options	 Goal setting with students 	 Group investigations
– Mu	ltiple texts	 Mini workshops to re-teach or extend skills 	 Independent research and projects
	ect-based learning	Open-ended activities	Interest groups
	blem-based learning	– Think-Pair-Share	- Leveled rubrics
	ations/centers	 Varied supplemental materials based on 	 Multiple intelligence options
514		student's reading and interest level	 Project-based learning
504		Student S reduing and interest level	- Problem-based learning
	sistive technology	Cifted and Talented	
	sistive technology	Gifted and Talented	- Stations/centers
– Cer	nter-Based Instruction		

– Chock work froquently for understanding		
 Check work frequently for understanding Highlighted text visual presentation Modified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials based on student's reading level 	 Alternative formative and summative assessments Group investigations Independent research and projects Leveled rubrics Multiple intelligence options Personal agendas Project-based learning Stations/centers Tiered activities/assignments 504 Assistive technology Check work frequently for understanding Have student repeat directions to check for understanding Highlighted text visual presentation Modified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Student working with an assigned partner Choice of poem, song and activities Exploration by interest Goal setting with students Mini workshops to re-teach or extend skills Varied supplemental materials based on student's reading level and interests 	504 - Assistive technology - Center-Based Instruction - Check work frequently for understanding - Highlighted text visual presentation - Modified test content, format, and length. - Multi-sensory presentation - Preview of content, concepts, and vocabulary - Student working with an assigned partner - Exploration by interest - Goal setting with students - Mini workshops to re-teach or extend skills - Think-Pair-Share - Varied supplemental materials based on student's reading level and interests
 English Language Arts Mathematics 	 English Language Arts Mathematics 	Interdisciplinary Connections : - English Language Arts - Science and Scientific Inquiry (Next Generation)
Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics	Generation) - Social Studies, including American History, World History, Geography, Government and Civics, and Economics	 Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology
 Technology Visual and Performing Arts World languages 	 Technology Visual and Performing Arts World languages 	 Visual and Performing Arts World languages
21st Century Skills/ Themes: - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy	21st Century Skills/ Themes: - Global Awareness - Civic Literacy - Health Literacy - Environmental Literacy	 21st Century Skills/ Themes: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy
	 Modified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied journal prompts Varied supplemental materials based on student's reading level Interdisciplinary Connections: English Language Arts Mathematics Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics Technology Visual and Performing Arts World languages Z1st Century Skills/ Themes: Global Awareness Civic Literacy Health Literacy 	 Mödified test content, format, and length Multi-sensory presentation Secure attention before giving instruction/directions Shortened assignments Choice of books or activities Exploration by interest Flexible grouping Goal setting with students Mini workshops to re-teach or extend skills Open-ended activities Think-Pair-Share Varied supplemental materials based on student's reading level Varied supplemental materials based on student's reading level Interdisciplinary Connections: Science and Scientific Inquiry (Next Generation) Social Studies, including American History, World History, Geography, Government and Civics, and Economics State Century Skills / Themes: Giobal Awareness Civic Literacy Health Literacy Subal Awareness Civic Literacy Health Literacy

 Critical Thinking Problem Solving Communication Collaboration Information Literacy Technology Integration Information Literacy Technology Integration Chromebook Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming Career Education: Mathematics Global Awareness Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & 	 Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy Technology Integration Chromebook Video/iPads to record/present Online text: web-based reading resources Online writing-submission resource Google Classroom Access to video streaming Career Education: Arts, A/V Technology & Communications Education & Training Government & Public Administration Health Science Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Science, Technology, Engineering & Mathematics (STEM) 	 Creativity and Innovation Critical Thinking Problem Solving Communication Collaboration Information Literacy Media Literacy Technology Integration Chromebook Video/iPads to record/present Online text: web-based reading resources (See Suggested Works) Online writing-submission resource Google Classroom Access to video streaming Career Education: Agriculture, Food & Natural Resources Architecture & Construction Arts, A/V Technology & Communications Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM)
– Marketing		 Science, Technology, Engineering &