

FAIRFIELD TOWNSHIP SCHOOL
Grade 8 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3 RI.8.3 RL.8.4 RI.8.4 RL.8.6 RI.8.6	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.4 SL.8.6	Primary Focus Standards: L.8.1A L.8.2C L.8.4A,C,D L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Informational/Explanatory ● Literary Analysis/Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process
<u>Unit 2</u>	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.6 RI 8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.7 RI 8.8	Primary Focus Standards: W.8.1A,B,C,D,E W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.3 SL.8.4 SL.8.6	Primary Focus Standards: L.8.1B L.8.2B,C L.8.3A L.8.4A,C,D L.8.5B L.8.6

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	RI. 8.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Argument/Research • Routine Writing 	Task type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
<u>Unit 3</u>	Primary Focus Standards: RL.8.1 RI.8.1 RL.8.2 RI.8.2 RL.8.3 RI.8.3 RL.8.4 RI.8.4 RL.8.5 RI.8.5 RL.8.6 RI.8.6 RL.8.7 RL.8.9	Primary Focus Standards: W.8.3A,B,C,D,E W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.2 SL.8.4 SL.8.6	Primary Focus Standards: L.8.1C L.8.2A,C L.8.3A L.8.4A,C,D L.8.5A,C L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Discuss, analyze and present effectiveness of media messages in small groups and whole class 	These standards are embedded within the writing process
<u>Unit 4</u>	Primary Focus Standards: RL.8.1 RI.8.1	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6	Primary Focus Standards: SL.8.1A,B,C,D SL.8.2 SL.8.5 SL.8.6	Primary Focus Standards: L.8.1D L.8.2C L.8.4A,B,C,D L.8.6

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	<p>RL.8.2 RI.8.2</p> <p>RL.8.3 RI.8.3</p> <p>RL.8.4 RI.8.4</p> <p>RL.8.5 RI.8.5</p> <p>RL.8.6 RI.8.6</p> <p>RL. 8.10 RI. 8.10</p>	<p>W.8.10, Select at least one from W.8.7, 8.8, 8.9A,B</p>		
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Informative and Explanatory/ Research ● Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Socratic Seminars and Debates 	<p>These standards are embedded within the writing process</p>
Suggested Open Educational Resources	<p>Reading</p> <ul style="list-style-type: none"> ● Close In on Close Reading ● Deeply Analyze Text ● Analyze an Argument ● Understanding and Analyzing an Argument ● Informational Text Strategies ● How to Write Literary Analysis Essay ● YouTube Reading Lessons Middle School ● Common Core Strategies ● Teaching Reading ● Close Reading Model Lessons ● Writing Character Analysis ● Analyzing Theme ● Vocabulary Connotations - Interview with a Vocabulary Word 	<p>Writing/Language</p> <ul style="list-style-type: none"> ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar 	<p>Critical Thinking</p> <ul style="list-style-type: none"> ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons

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	<ul style="list-style-type: none"> • Connotative/Denotative Video 	<ul style="list-style-type: none"> • Perdue Owl Literary Analysis • Edutopia Teaching Literary Analysis • Purdue OWL Writing Lab • Grammar • Narrative Essay Writing 		
	<p>Intervention Checklist:</p> <p>https://docs.google.com/spreadsheets/d/1AqmbNyteomM2Y2PbMl0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0</p>			
	<p><u>Understand and use technology systems.</u></p>		<p><u>8.1.8.A.1</u> Demonstrate knowledge of a real world problem using digital tools.</p>	
	<p><u>Select and use applications effectively and productively.</u></p>		<p><u>8.1.8.A.2</u> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p><u>8.1.8.A.3</u> Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p>	

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Unit 1 Grade 8

Unit 1 Grade 8		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
<p>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.</p>	<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> ● Closely read the text ● Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim ● Identify and analyze author’s purposeful use of language and literary devices ● Make personal connections, make connections to other text, and/or global connections when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Paraphrase and directly quote evidence from text ● Correctly cite evidence ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
<p>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.</p>	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas

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<p>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.</p>	<p>RL.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RL.8.3:</p> <ul style="list-style-type: none"> ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision <hr/> <p>RI.8.3:</p> <ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer's choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author's central idea
<p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze</p>	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or

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<p>the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>tone</p> <ul style="list-style-type: none"> ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader ● Evaluate the effectiveness of the author’s choice to use specific word choice
<p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes ● Write an introduction that clearly outlines ideas to follow ● Organize ideas and information using text structures and text features ● Write a thesis statement ● Select facts, definitions, concrete details, quotations, or other information and examples ● Use transitional words and phrases ● Choose specific vocabulary and language ● Develop and use a consistent style, approach and form for the task ● Write a conclusion to close the ideas in the text ● Create language that is appropriate to one's audience and a formal tone
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task

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	<ul style="list-style-type: none"> ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.8.7 (Choice). 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.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions ● Determine keywords or topics for each question ● Conduct research and synthesize multiple sources of information ● Compose follow-up research questions based on the initial search
W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> ● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;</p>	<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence

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recognize when irrelevant evidence is introduced").	
W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction , and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Produce written reflections ● Explain stylistic choices made while writing
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.1.A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>	<ul style="list-style-type: none"> ● Identify verbals (gerunds, participles, infinitives) in writing ● Explain the function of verbals in general ● Explain the function of verbals in particular sentences
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of

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<p>word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>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).</p>	<p>a word</p> <ul style="list-style-type: none"> ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

<h2>Unit 1 Grade 8</h2>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Suggested Formative Assessments (optional)	Summative Assessments
<ul style="list-style-type: none"> ● Daily independent practice 	<ul style="list-style-type: none"> ● Beginning of the Year/Unit Benchmark Assessment

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<ul style="list-style-type: none"> ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes. 	<ul style="list-style-type: none"> ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● Next Generation Performance Tests
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<p>Pearson Realize Common Core Literature</p>	<p>Websites: Pearsonrealize.com, Readwritethink.org, IXL http://writingprompts.tumblr.com/</p> <p>Other</p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p> <p>Other</p> <ul style="list-style-type: none"> ● Students keep class notes in a folder. ● Throughout this unit, students will keep a folder to collect and store all teacher-provided tote-catchers, text-dependent question handouts, and graphic organizers. ● Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and QuickWrites. ● Unit Guiding Questions (one to display or post on chart or SmartBoard) ● Student All-in-One Workbooks ● Student Close Reading Guides ● Word Wall

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Vocabulary	Instruction and Pacing
<p>Argument, compromise, injury, insecurity, interact, irate, mislead, negotiate, oppose, reaction, solution, stalemate, victorious, viewpoint, violence, prodigy, liable, reputation, pageant, periscope, gesture, cunningly, resolved, stealthily, vex, audacity, derision,</p>	<p>Weeks 1-3</p> <ul style="list-style-type: none"> ● Begin Unit 1 in text Pearson Common Core Literature 8 ● Intro vocabulary/use in writing ● Character analysis of the main characters in stories ● Establish use of plot; making predictions; compare/contrast ● Read “Raymond’s Run”; “Tell-tale Heart” ● Establish historical background for text, author ● Analyze theme, inferences in each story ● Analyzing word choice, meaning, and tone ● Develop/prewriting for Narrative Story ● Language Study: Word roots, nouns, pronouns, adjective; adverbs, dictionary; thesaurus ● Discuss/respond to the Essential question as it applies to text
<p>deceive, refute, intellectual, naivete, deterioration, introspective, persistent, inevitable, conviction, suppressed, immensely, assail,</p>	<ul style="list-style-type: none"> ● Continue Unit 1 in text ● Close reading and comparison of texts; “Tell-Tale Heart” and “Face in the Mirror” ● Open-ended response – comparison of texts ● Close reading of a complex informational text to expand understanding of Historical periods in text ● Vocabulary building ● Preparing to write a narrative essay by examining a model essay and the essay rubric ● Drafting, revising, and editing literary essay ● Introduction to the Final Performance task and initial research guidelines

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	<ul style="list-style-type: none"> ● Language Study: Word roots, nouns, pronouns, adjective; adverbs, dictionary; thesaurus ● Discuss/respond to the Essential question as it applies to text 	
<p>compulsory, meager, diplomatic, immortality, resolute, argument, argument, interact, negotiate, viewpoint, deficiency, erosion, ravaged, interactions, reaction, viewpoint, region, aspects, elements</p>	<p>Weeks 7-9</p> <ul style="list-style-type: none"> ● Read – Who Can Replace a Man? And “John Henry” ● Vocabulary, story comparison, respond to text ● Discuss/respond to the Essential question as it applies to text ● Complete and present final performance task ● Complete Unit 1 assessment, including comprehension, vocabulary, grammar and writing evaluation 	
Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p>

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<p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p>Advanced options:</p> <p>When writing their story,</p> <ul style="list-style-type: none"> • Students can create their own visual representations, such as a powerpoint. • Research information and write an essay • Type a narrative essay 	<p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p> <p>Intervention Checklist:</p> <p>https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMlOGqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0</p>	<p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● As students read each selection, they will look for details related to the Essential Question. <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching</p>	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● Can all conflicts be solved? ● What is a conflict? ● What are strategies for resolving a conflict?
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<p>and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p> <p>A conflict is a struggle between opposing forces</p> <ul style="list-style-type: none"> ● Minor conflicts have a quick solution and often end in compromise. ● Major conflicts are more serious and take time to resolve. ● Some conflicts have a clear winner. ● Some conflicts have no clear resolution. 	<ul style="list-style-type: none"> ● What can be done when a conflict cannot be solved?
Common Misconceptions	Proper Conception
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.

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Students often write in an informal style, inappropriate to the audience.	Students should understand that the writing process has several steps and that <u>getting your rough ideas down does not require perfection</u> . Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Write a clear thesis statement Draw evidence from texts to support thesis Assess the credibility and accuracy of each source Select direct and indirect quotations that relate to the topic as evidence Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations Identify examples of plagiarism in writing Incorporate ideas from literary or informational texts to support writing Deconstruct and reflect upon textual evidence</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>



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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques

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- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 2 Grade 8

Unit 2 Grade 8		
Unit 2 Reading Standards	Unit 2 Reading Critical Knowledge and Skills	
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author’s purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Paraphrase and directly quote evidence from text • Correctly cite evidence

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		<ul style="list-style-type: none"> ● Use evidence from the text to make and check predictions when reading ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
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.	RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<ul style="list-style-type: none"> ● Provide a statement of a theme or central idea of a fictional or informational text, based on textual evidence ● Analyze the development of the theme or central idea over the course of the fictional or informational text ● Analyze how the theme or central idea relates to the characters, setting, and/or plot or important details and facts ● Summarize the text objectively, capturing the main ideas
	RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<ul style="list-style-type: none"> ● Track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer’s choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer’s style and presentation to determine the relationship between individuals, ideas, or events ● Determine why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ● Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
	RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Provide an analysis of the impact of specific word choice on meaning and/or tone ● Identify analogies and allusions ● Analyze why the author chose to include specific word choice, including analogies or allusions ● Analyze how specific word choice, including analogies and allusions, impacts the reader

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		<ul style="list-style-type: none"> ● Evaluate the effectiveness of the author’s choice to use specific word choice
	<p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>	<ul style="list-style-type: none"> ● Compare and contrast the structure of two or more texts ● Provide an analysis of how the differing structure of each text contributes to its meaning and style ● Analyze why each author chose their particular structure to contribute to the meaning and style of the text ● Analyze the impact that the structure choice has on the reader ● Make a judgment about which text structure more effectively contributes to the meaning and style of the text
<p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices
	<p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> ● Evaluate the impact different mediums have on central ideas presented in a text ● Evaluate how messages can most effectively be delivered to the intended audience ● Reflect on how effective different mediums are in expressing the message and reaching the intended audience
	<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> ● Dissect the argument presented in a text ● Determine how direct the link is between the speaker’s overall topic to the evidence presented ● Evaluate the soundness of the reasoning for an argument ● Recognize when weak and/or irrelevant evidence is given for an argument ● Recognize when misleading support is given for an argument ● Evaluate the quality and sufficiency of the evidence given to support an argument
	<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting</p>	<ul style="list-style-type: none"> ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer’s overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections

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	<p>information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<ul style="list-style-type: none"> ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation ● Analyze the impact that discrepancies in fact and interpretation between authors has on the reader ● Make a judgment about which author’s presentation of the information was more credible and effective
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1.D. Establish and maintain a formal style/academic style, approach, and form. W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>		<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>		<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>		<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
<p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-</p>		<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects

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<p>generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<ul style="list-style-type: none"> ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions ● Determine keywords or topics for each question ● Conduct research and synthesize multiple sources of information ● Compose follow-up research questions based on the initial search
<p>W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> ● Use search terms effectively ● Draw evidence from multiple texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow MLA guidelines to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Avoid plagiarism in writing
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author's use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence
<p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Produce written reflections ● Explain stylistic choices made while writing
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions

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<p>needed. SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<ul style="list-style-type: none"> ● Determine the speaker's argument and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims ● Identify when extraneous information is presented
<p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.B. Form and use verbs in the active and passive voice.</p>	<ul style="list-style-type: none"> ● Differentiate between active and passive voice ● Identify active and passive voice in reading ● Correctly use verbs in the active and passive voice when writing or speaking
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.B. Use an ellipsis to indicate an omission. L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use punctuation (comma, ellipsis, dash) to indicate an omission ● Apply common rules and patterns to spell words correctly
<p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).</p>	<ul style="list-style-type: none"> ● Identify verbs used in the active and passive voice and in the conditional and subjunctive mood ● Select verbs in various moods to achieve an intentional effect
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. 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. L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses

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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).	<ul style="list-style-type: none"> ● Consult reference materials that are both printed and digital
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.8.5.B. Use the relationship between particular words to better understand each of the words.	<ul style="list-style-type: none"> ● Identify the relationship of words ● Clarify words by using the relationship between them

Unit 2 Grade 8	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Beginning of the Year/Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● Next Generation Performance Tests
District/School Texts	District/School Supplementary Resources
Pearson Realize Common Core Literature	<p>Websites: Pearsonrealize.com, Readwritethink.org, IXL http://writingprompts.tumblr.com/</p> <p>Other</p> <p>Binders or Journals: Students will be receiving many recording forms, graphic organizers, and texts throughout this module. It is suggested that students have a 3 ring binder in which to collect these materials and refer back to them.</p>

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	<p>Other</p> <ul style="list-style-type: none"> ● Students keep class notes in a folder. ● Throughout this unit, students will keep a folder to collect and store all teacher-provided tote-catchers, text-dependent question handouts, and graphic organizers. ● Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and QuickWrites. ● Unit Guiding Questions (one to display or post on chart or SmartBoard) ● Student All-in-One Workbooks ● Student Close Reading Guides ● Word Wall
Vocabulary	Instruction and Pacing
<p>Accumulate, challenge, decision, development, discrimination, explanation, exploration, factor, global, inequity, quality, quantity, reveal, statistics, valuable, invariably, fugitives, incentive, dispel, mutinous, bleak, authorized, criteria, harmonious, anonymously, eloquent, unanimous</p>	<p>Section 1: Facts and Visions</p> <p>Weeks 1-3</p> <ul style="list-style-type: none"> ● Launching the Unit: How Much Information is Enough? ● Intro Literary Nonfiction and types of Nonfiction ● Determining point of view and structures(pg.204-207) ● Present Story Vocabulary ● Intro/read “Harriet Tubman: Conductor on the Underground Railroad” ● Amistad Study and research - intro ● Comprehension questions for understanding of text ● Literary Analysis/writing to source/conventions of Language ● Apply Essential questions to texts ● Writing-biographical essay

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	<ul style="list-style-type: none">● Comparing text to film● Intro next text, “The Vision of Maya Ying Linn” /vocabulary/background● Listen to story/answer comprehension● Language-Verb tenses● Analyzing/comparing text and characterization● Analyzing how text structure in stories and narratives contribute to meaning and style● Writing- Open-ended responses to text● Reflective essay based on 1 of the stories● Speaking/Listening skills-pg. 272
<p>Constructive, diverts, passively, pervading, trivial, skeptically, exultantly, awed, cataclysm, radiation, conceivable, contraction,</p>	<p>Section 2: Weeks 4-6</p> <ul style="list-style-type: none">● Intro Section 2 Pgs. 236-237 Fact/Opinion and Persuasive Techniques● Vocabulary/grammar● Read “Trouble with Television” and ”Science and the Sense of Wonder”● Comprehension check/open-ended responses – Text Writing to Sources● Speaking/Listening – Oral Presentations/Argument (text Prompts)● Writing- informative essay● Independent Research – “Holidays around the World”

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<p>Readers Theater, transitional, diverge(s), response, commentary, peer critique,</p>	<p>Section 3: Week 7-9</p> <ul style="list-style-type: none"> ● Intro Section 3 Pgs. 254-268 Active/passive voice ● Vocabulary/grammar ● Text organization ● Read “Forest Fire” pg. 258; “The Seasons” pg. 262; “Why Leaves Turn Color” pg. 264 ● Comprehension check/open-ended responses – Text Writing to Sources ● Language study – text origins ● Speaking/Listening – Oral Presentations/Argument (text Prompts) ● Writing- Informational Essay ● Independent Research – “Holidays around the World” Oral presentation 	
<p>Differentiation and Accommodations</p>	<p>ELL Differentiation and Accommodations</p>	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness</p>

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<p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p>Advanced options:</p> <p>When writing their story,</p> <ul style="list-style-type: none"> • Students can create their own visual representations, such as a powerpoint. • Research information and write an essay • Type a narrative essay 	<p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● As students read each selection, they will look for details related to the Essential Question. <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p> <p>A conflict is a struggle between opposing forces</p> <ul style="list-style-type: none"> ● There are many types of literary nonfiction 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● How much information is enough? ● What information is necessary?
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<ul style="list-style-type: none"> ● Information is presented in various text types ● There are 4 purposes of nonfiction writing ● Author's use persuasive techniques that may not be fact. 	<ul style="list-style-type: none"> ● How is information presented? ● How do I recognize misinformation
Common Misconceptions	Proper Conception
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word's definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn't relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.

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<p>When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.</p>	<p>Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.</p>
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District/School Writing Tasks

<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <p><i>Students will be able to: Write a persuasive essay based on reading of argumentative text. Their essay should reflect points given in their reading, introduce and present evidence to back up their opinion, and use persuasive techniques introduced in the text. Additionally, students will complete a research based project that explores holidays around the world. Students will choose a country, research a holiday celebrated in December, and create a presentation for the class to share the information.</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

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CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 4 Grade 8	
Unit 4 Reading Standards	U n i t 4 R e a d i n g

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		C r i t i c a l
		K n o w l e d g e
		a n d
		S k i l l s
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.	RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	

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

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<p>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.</p>	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

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RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	R L . 8 . 5 :

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RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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

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RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level **text-complexity (see Appendix A)** or above, scaffolding as needed.

RI.8.10. By the end of the year read and comprehend literary nonfiction **(see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.**

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Unit 4 Writing Standards

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	S k i l s
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	

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

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

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

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<p>W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	

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

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<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	

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

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Unit 4 Speaking and Listening Standards	U n i t 4 S p e a k i n g a n d L i s t e n i n

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	g C r i t i c a l K n o w l e d g e a n d S k i l l s
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p style="padding-left: 20px;">SL.8.1.B. Follow rules for collegial discussions and decision-making, track</p>	

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progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

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

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<p>SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)</p>	

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Unit 4 Language Standards	U n i t 4 L a n g u a g e C

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	r i t i c a l K n o w l e d g e a n d S k i l l s
L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.	

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<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.2.C. Spell correctly.</p>	

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<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">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.L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).L.8.4.C. 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.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).	

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L.8.6. Acquire and use accurately grade-appropriate general academic and domain-	

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specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Unit 4 Grade 8

Unit 4 Grade 8	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Exit Ticket: Multiple lessons ask students to answer a question based on the reading. Students should come to school with sticky notes. ● 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Beginning of the Year/Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● Next Generation Performance Tests
District/School Texts	District/School Supplementary Resources
<p>Pearson Realize Common Core Literature</p>	<p>Websites: Pearsonrealize.com, Readwritethink.org, IXL http://writingprompts.tumblr.com/</p> <ul style="list-style-type: none"> ● Other ● Students keep class notes in a folder. ● Throughout this unit, students will keep a folder to collect and store all teacher-

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provided tote-catchers, text-dependent question handouts, and graphic organizers.

- Teachers are encouraged to keep a model journal alongside students, in order to model note-taking and QuickWrites.
- Unit Guiding Questions (one to display or post on chart or SmartBoard)
- Student All-in-One Workbooks
- Student Close Reading Guides
- Word Wall
- Courtroom Drama: “The Thirteenth Floor”

Websites

- <http://encyclopedia.densho.org/sources/en-denshopd-i67-00001-1/>.
- <http://www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript>
- Consider using the Library of Congress Teaching with Primary Sources as a resource for World War II
- <http://www.loc.gov/teachers/tps/>

Other

This unit is content-rich; consider previewing the full unit with a Social Studies colleague and finding ways to collaborate to give an even richer experience. Students may benefit from spending more time with specific primary source documents with the support of the Social Studies teacher. That teacher may also identify natural connections or extensions with the compelling content of this module that s/he can address during Social Studies class.

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Vocabulary	Instruction and Pacing
<p>Accomplishments, admirably, aspects, bravery, courage, cultural, emphasize, endure, exaggerate, imitate, influence, outdated, overcome, suffering, symbolize, sacred, pestering, lagged, shriveled, pursuit, curiosity, analytical, oral tradition, heroes, heroines, hyperbole, understatement, personification, Dialect, idiom, myth</p>	<p>Part 1: Building Background Knowledge:</p> <p>Weeks 1-3</p> <ul style="list-style-type: none"> ● Launching the Unit: Pearson Literature PG. 754-781 ● Examine Elements of American Folklore ● Building Background Knowledge: Types of folklore ● Studying American stories: analyzing themes ● Comparing Time Periods and history as it applies to the stories ● Close reading model and text: "Coyote Steals the Sun" ● Apply Unit questions to the story. ● Complete story comprehension ● Write to assess and reflect ● Basic sentence structure-review ● Create a myth explaining a phenomenon today, using characters from the story. (Pg. 781)
<p>Kindled, shanties, commotion, subdued, arrogant, cultural, endure, Influence, quality, paradoxes, devoid, perish, observation, distinguish, evidence, fable, tall tales, legends, epic, adventurous, determined, honesty, loyal, humble, courageous, resourceful, creative, exaggeration, legendary, subdued, creeds, paradoxes, Predominantly, deliberating, oppressed, advocate, Supreme court,</p>	<p>Part 2: Yesterday's Heroes</p> <p>Weeks 3-6</p> <ul style="list-style-type: none"> ● Introduce part 2 pgs 818-819 ● Read "Davy Crockett's Dream" pg. 820 ● Identify key concepts that signal this is a Tall-tale. ● Comprehension of text and application of Unit questions ● Read "Paul Bunyon" pg. 823 ● Complete comprehension and apply Unit question ● Gathering Textual Evidence: Character likenesses/differences ● Close reading assessment of characters and theme ● Analysis of a Thematic Concept: truth vs. fantasy ● Explanatory Essay pg. 831 ● Identify/use figurative language ● Review word roots, prefixes, suffixes

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	<ul style="list-style-type: none"> ● Read “The American Dream” Pg. 853 and “Brown vs. Board of Education” pg. 877 ● Complete Comprehension/Unit question pg. 856; 884 ● Review conventions of sentence/essay writing 	
<p>Connotation, denotation, persuasion, bailiff, clerk, defendant, District attorney, defense attorney, evidence, bail, guilty, innocent, testimony, reasonable doubt, persuade, figurative Language, simile, metaphor, deduction, verdict, grand jury, criminal court</p>	<p>Part 3: Is it true? Week 7-8</p> <ul style="list-style-type: none"> ● Review stories read in this unit. ● Analysis of characters/themes ● Analysis of a Thematic Concept: Find the accurate statements in each text. ● Introduce Thematic Statement and Essay Prompt – Choose a story we just read. Make a statement about a truth that is given in the story and explain your position, backed up by citing information from the text. ● End of the year Performance Task: After reading a courtroom drama, student will analyze the evidence presented to write an ending for the trial. Ending will include the textual evidence and deductive reasoning used to reach the conclusion. ● Sharing and Reflection of task. 	
Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers Provide tutoring opportunities</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide retesting opportunities after remediation /Teach for mastery; not the test</p> <p>Teaching concepts in different modalities/Adjust pace and homework assignments</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on</p>

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<p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments/Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p> <p>Advanced options:</p> <p>When writing their story,</p> <ul style="list-style-type: none"> • Students can create their own visual representations, such as a powerpoint. • Research information and write an essay • Type a narrative essay 	<p>Picture vocabulary/Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	<p>HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • As students read each selection, they will look for details related to the Essential Question. <p>Throughout the unit, students will deepen their knowledge of the selections and their understanding of the Essential Question through reading, speaking, listening, researching and writing. By the end of the unit, students should understand how each selection relates to the Essential Question individually and how the selections connect to one another.</p> <p>A conflict is a struggle between opposing forces</p> <ul style="list-style-type: none"> • Everything we read or hear should be examined for authenticity. • Cultural truth may not be actual truth. • Yesterday’s heroes hold value in today’s world. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> • How do we evaluate what we read? • Is ancient writing true today? • Is everything written as “news or informational” true? • Do heroes grow as time passes?
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Common Misconceptions	Proper Conception
Students might think that the theme of the story is the same thing as the main idea of a story.	A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to successfully understand the word in a story.	Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.	Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.	Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.	Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.	Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.	Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.	Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.	Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.
When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

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District/School Writing Tasks

Primary Focus

District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.

Secondary Focus

Students will be able to draw upon their reading to analyze and relate the essential question to different texts. Using their knowledge, background experiences, and the study of the reading texts, students will complete a project based on the texts read in Unit 4. The first piece will be a written essay that clearly illustrates an understanding of the essential questions, the value of analyzing text for its accuracy and the reason for the text that is written. The finished product will be formally written and presented to the class. A second piece will be a visual that will reflect the knowledge gained from reading the stories in the Unit 4, and incorporate research on a specific topic related to a character or story in Unit 4. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.

Routine Writing

Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

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CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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**Unit 4 Performance Task
(optional)**
Other Assessments

Using their knowledge, background experiences, and the study of the reading texts, students will complete a project based on the texts read in Unit 4. The first piece will be a written essay that clearly illustrates an understanding of the essential questions, the value of analyzing text for its accuracy and the reason for the text that is written. The finished product will be formally written and presented to the class. A second piece will be a visual that will reflect the knowledge gained from reading the stories in the Unit 4, and incorporate research on a specific topic related to a character or story in Unit 4. Students will develop an informational writing that will be edited, revised, and shared with the class as a final performance task.

As a culminating activity, students will use the LAL skills acquired in 8th grade, to read, act and write an ending to a courtroom drama. Students will analyze characters, examine their testimony and draw a conclusion based on the evidence. Written endings and evidence supporting the decision will be presented to the class.

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Section 1: Assessment quiz following each story PEARSON Common Core Literature 8

End of Unit: Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

Section 2: Assessment quiz following each story PEARSON Common Core Literature 8

End of Unit: Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

Section 3: Assessment quiz following each story PEARSON Common Core Literature 8

End of Unit: Assessment quiz – Open-ended writing task reflecting on the stories in Section 1. (Literature 8, Writing to sources)

End-of-year Culminating activity: Courtroom Drama

Pearsonrealize.com online assessment

End of Unit

Baseline Pretest- Beginning of the year

Post test – End of the year Completed Final performance task