

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Eight
English Language Arts

Grade Eight ELA Curriculum

The Grade Eight ELA curriculum aligns with NJSLs and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.

- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

Important Considerations When Choosing Mentor Texts

- **Genre Variety:** Select texts from diverse genres to expose students to different writing styles and purposes.
- **Complexity Level:** Choose texts that are appropriate for the reading level of your students, with challenges that are attainable.
- **Text Connections:** Encourage students to reflect on how the text relates to their own experiences to deepen understanding.
- **Discussion & Analysis:** Use guided discussions and close reading strategies to analyze key elements of the text and support evidence-based interpretations.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLs while considering the developmental needs and diverse learning styles of students.

New Jersey Legislative Statutes and Administrative Code

Amistad Law: *N.J.S.A. 18A 52:16A-88*

[Amistad's Commission for Literacy Components in the Primary Grades](#)

[10 African and African American Folktales for Children](#)

[Learning Materials for Black History](#)

Holocaust Law: *N.J.S.A. 18A:35-28*

[Books About the Holocaust](#)

[Holocaust Books for Middle Grade Readers](#)

[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Books with LGBTQ+ Characters](#)

[Books with Characters on the Autism Spectrum](#)

[Books with Characters who Have Learning and Attention Challenges](#)

[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Books that Promote Diversity and Inclusion](#)

[Multicultural Literature List](#)

Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44*

[Books with Asian, Asian American, and Pacific Islander Characters](#)

[Book List with Asian and Pacific Island Characters](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Climate Change Suggestions for Eighth Grade:

RI.AA.8.7. 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.

Climate Change Example: Students may evaluate claims and evidence of factors that have caused climate change over the past century.

W.SE.8.6. 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.

Climate Change Example: Students may gather relevant, credible evidence to construct an argument related to increases in human population and per-capita consumption of scarce natural resources, caused by climate change, and their impact on Earth's systems.

SL.II.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.

Climate Change Example: Students may analyze an argument on climate change (documentary, advertisement, speech, etc.), taking into account the source of the argument, its credibility, and the motives behind its presentation.

Grade Eight ELA Unit	Length
Unit 1: The Power of Evidence: Supporting Claims and Analyzing Texts	9 weeks
Unit 2: Understanding Media and Text: Evaluating Arguments and Perspectives	9 weeks
Unit 3: Unveiling Themes: Exploring Structure, Perspective, and Mediums in Texts	9 weeks
Unit 4: Exploring Perspective: Understanding and Conveying Author's Purpose	9 weeks
Total	36 weeks

Unit 1: The Power of Evidence: Supporting Claims and Analyzing Texts

Unit Goal:

In this unit, students will delve into the intricacies of literary and informational texts to develop a deeper understanding of how textual evidence supports analysis, thematic development, and authorial intent. By examining various text features and interactions, students will enhance their ability to discern central ideas and thematic elements. The unit emphasizes the importance of constructing well-supported arguments in writing, using evidence effectively, and acknowledging diverse perspectives. Additionally, students will focus on engaging in productive discussions, adapting their responses to new information, and mastering language conventions to improve clarity and effectiveness in both written and spoken communication. Through these activities, students will build critical skills necessary for advanced comprehension, analysis, and communication.

Duration: 9 weeks

Essential Questions:

- How does textual evidence support the analysis of a literary text's theme and meaning?
- In what ways do informational text features enhance comprehension and analysis of central ideas?
- How do various elements of a text (setting, plot, character, etc.) interact to develop the overall narrative or argument?
- What techniques do authors use to convey their perspectives and purposes in both literary and informational texts?
- How can one effectively support a claim with evidence in argumentative writing across different disciplines?
- What strategies can be used to engage in productive discussions, and how can responses be adapted based on new information?
- How do specific language conventions and vocabulary enhance clarity and effectiveness in writing and speaking?

Enduring Understandings:

- Effective analysis of literary texts requires citing textual evidence to support explicit content and inferred meanings. Understanding the connection between evidence and analysis is crucial for deep comprehension.
- Text features such as charts, graphs, and diagrams play a significant role in interpreting and understanding informational texts. Recognizing and using these features aid in grasping central ideas and supporting details.
- The interaction of various elements within a text, including setting, plot, and character development, shapes the overall narrative and thematic content. Analyzing these interactions helps in understanding the text's complexities.
- Authors use various techniques to convey their perspectives, including the use of multiple viewpoints and dramatic irony. Analyzing these techniques provides insight into the author's purpose and message.
- Strong arguments are built upon clear claims supported by relevant evidence and logical reasoning. Effective argumentative writing involves acknowledging opposing views and organizing evidence coherently.
- Engaging effectively in discussions requires preparation, clear expression of ideas, and the ability to build on others' contributions while adapting to new information.
- Mastery of language conventions and vocabulary is essential for clear and effective communication. Understanding and applying these conventions enhances both writing and speaking skills.

NJSLS:

Reading

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

Writing

W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.AW.8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.

W.AW.8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.AW.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.AW.8.1.D. Establish and maintain a formal or academic style, approach, and form.

W.AW.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Speaking and Listening

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

SL.PE.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.

SL.PE.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

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

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

Language

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.8.1.B. Form and use verbs in the active and passive voice.

L.SS.8.1.F. Use an ellipsis to indicate an omission.

L.SS.8.1.G. Recognize spelling conventions.

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.8.2.B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.KL.8.2.C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3.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.VL.8.3.C. affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3.D. 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.VL.8.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.8.4.B. Use the relationship between particular words to better understand each of the words.

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.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• 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	Literary Device Detective Materials: 1. Copies of a selected short story or excerpt 2. Highlighters 3. Literary device guide (e.g., metaphor, simile, personification) 4. Chart paper or whiteboard Directions: 1. Read the selected text closely, highlighting examples of literary devices. 2. In small groups, use the literary device guide to identify and analyze how each device contributes to the text's theme or tone. 3. On chart paper or the whiteboard, create a chart that lists each literary device, its examples from the text, and its impact on the reader. 4. Present your findings to the class, explaining how the literary devices enhance the text. Theme Analysis Debate Materials: 1. Copies of a novel or story with a clear theme 2. Debate outline template 3. Sticky notes Directions: 1. After reading a novel or story, write a brief summary of the text and identify its central theme. 2. In pairs or small groups, use sticky notes to gather evidence

- 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
- 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
- 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

from the text that supports your interpretation of the theme.

3. Prepare for a debate, arguing different interpretations of the theme based on textual evidence.
4. Present your arguments to the class, and engage in a discussion on the validity of each interpretation.

Informational Text Structure Scavenger Hunt

Materials:

1. Copies of various informational texts (articles, reports, essays)
2. Scavenger hunt checklist
3. Markers or pens

Directions:

1. Review the scavenger hunt checklist, which includes various text structures (e.g., cause/effect, problem/solution, compare/contrast).
2. Read through the provided informational texts and mark the structures you find using the checklist.
3. Analyze how each text structure contributes to the overall central idea or purpose of the text.
4. Share your findings in a group discussion, explaining how the structure impacts the reader's understanding.

Author's Perspective Exploration

Materials:

1. Copies of texts with varied perspectives (e.g., editorials, opinion pieces, stories from different cultural viewpoints)
2. Author's perspective analysis worksheet
3. Discussion prompts

Directions:

1. Read the selected texts and use the worksheet to identify the author's perspective and purpose.
2. Discuss in pairs how the author's choices in language and content reveal their point of view and impact the reader.
3. Use discussion prompts to explore how different perspectives affect the interpretation of the text.
4. Write a brief reflection on how understanding the author's

dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision

- 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
- 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

perspective changes your view of the text.

Argumentative Writing Workshop

Materials:

1. Argumentative essay prompt
2. Research materials (books, articles, websites)
3. Argumentative essay template
4. Peer review checklist

Directions:

1. Review the argumentative essay prompt and brainstorm possible claims.
2. Conduct research to gather evidence that supports your claim and addresses counterclaims.
3. Use the argumentative essay template to draft your essay, focusing on clear reasoning, relevant evidence, and formal style.
4. Exchange essays with a peer for review, using the peer review checklist to provide constructive feedback.
5. Revise your essay based on the feedback received.

Effective Discussion Techniques

Materials:

1. Discussion guidelines handout
2. Discussion topic prompts
3. Response reflection sheets

Directions:

1. Review the discussion guidelines and discuss them with your group.
2. Engage in a series of discussions on assigned topics, ensuring to follow the guidelines (e.g., building on others' ideas, using evidence).
3. Use response reflection sheets to record your contributions and reflect on the effectiveness of the discussion techniques.
4. Share reflections with the group and discuss ways to improve discussion skills.

Vocabulary in Context

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 • 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	Materials: 1. Text excerpts with challenging vocabulary 2. Vocabulary in Context worksheet 3. Dictionary or digital reference tools Directions: 1. Read the excerpts and use the Vocabulary in Context worksheet to determine the meaning of unfamiliar words using context clues. 2. Look up the words in a dictionary or digital reference tools to verify your understanding. 3. Analyze how the specific word choice affects the meaning and tone of the text. 4. Present your findings and discuss the effectiveness of the author's word choice with the class.
Writing Skills	Activities
Writing Genre: Informational/Explanatory Literary Analysis/Research Routine Writing	
• Focus writing on thoroughly describing or explaining a topic • Identify the defining elements of this specific writing genre	Genre Exploration Presentation Materials: 1. Examples of various writing genres (e.g., argumentative essays, informational reports, narratives)

- 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
- 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
- Revise and edit intentionally to improve writing

2. Presentation software (e.g., PowerPoint, Google Slides)
3. Rubric for evaluating genre characteristics

Directions:

1. Select a writing genre and research its defining elements (e.g., structure, style, tone).
2. Create a presentation that outlines the key characteristics of the genre and provides examples.
3. Include a brief analysis of how these characteristics contribute to the effectiveness of writing in this genre.
4. Present your findings to the class and answer any questions about the genre.

Research Project Proposal

Materials:

1. Research proposal template
2. Access to library or online databases
3. Note-taking tools (e.g., digital or paper notebooks)

Directions:

1. Choose a topic from your content area classes or an area of interest.
2. Develop a research question and a clear thesis statement related to your topic.
3. Complete a research proposal template that includes your research question, thesis, and a plan for gathering evidence.
4. Share your proposal with a partner or small group for feedback and revise as necessary.

Statement Writing Workshop

Materials:

1. Thesis statement examples and templates
2. Writing prompt handouts
3. Rubric for evaluating thesis statements

Directions:

1. Review examples of strong thesis statements and the criteria for a clear thesis.
2. Use provided writing prompts to practice crafting thesis

- 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.
- 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
- 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
- Use search terms effectively
- Write a clear thesis statement

statements.

3. Share your thesis statements with a peer for feedback.
4. Revise your thesis based on feedback and rubric criteria.

Annotated Bibliography Creation

Materials:

1. Guide to creating annotated bibliographies
2. Access to research sources (books, articles, websites)
3. Annotated bibliography template

Directions:

1. Conduct research on your chosen topic and select at least three credible sources.
2. Create an annotated bibliography that includes a citation for each source and a brief summary of its content and relevance.
3. Use the guide and template to format your annotations correctly.
4. Review and revise your bibliography for accuracy and completeness.

Peer Review and Editing

Materials:

1. Peer review checklist
2. Editing tools (e.g., grammar checkers, thesaurus)
3. Copies of writing drafts

Directions:

1. Exchange writing drafts with a partner.
2. Use the peer review checklist to provide constructive feedback on content, organization, and style.
3. Revise your draft based on the feedback received and use editing tools to refine your writing.
4. Reflect on how peer feedback improved your writing.

Interactive Writing Revision

Materials:

1. Drafts of student essays or reports
2. Online writing platforms (e.g., Google Docs)
3. Revision checklist

• 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 • 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 • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing	Directions: 1. Share your writing draft on an online platform with peers for collaborative feedback. 2. Use the revision checklist to make improvements based on the feedback received. 3. Incorporate suggestions and make final edits to enhance clarity and effectiveness. 4. Submit the revised draft for evaluation. Creating an Argumentative Essay Materials: 1. Argumentative essay outline 2. Research sources (books, articles, websites) 3. MLA citation guide Directions: 1. Use an outline to organize your argumentative essay, including an introduction with a thesis statement, supporting evidence, and a conclusion. 2. Conduct research to find evidence that supports your argument and counter arguments. 3. Write your essay, incorporating evidence and following MLA citation guidelines. 4. Revise your essay for clarity, coherence, and effectiveness.
Speaking and Listening Skills	Activities

Task Types:
Small and whole group discussions

- 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
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations

Structured Group Discussion: Analyzing Themes

Materials:

1. Copies of a short story or literary excerpt
2. Discussion questions handout
3. Whiteboard and markers

Directions:

1. Read the assigned text before the discussion.
2. In small groups, use the discussion questions handout to guide your conversation about the themes present in the text.
3. Assign roles within the group (e.g., discussion leader, note-taker, summarizer) to ensure a structured discussion.
4. Share your group's findings with the whole class, focusing on summarizing the main ideas and presenting evidence from the text.
5. Reflect on the discussion and paraphrase key points made by your peers.

Debate Preparation and Execution

Materials:

1. Debate topic and guidelines
2. Research materials (books, articles, internet access)
3. Note-taking tools

Directions:

1. Research the assigned debate topic and prepare arguments for your assigned side.
2. Organize your notes and evidence to support your arguments.
3. Engage in a structured debate with classmates, adhering to debate rules and roles.
4. Present your arguments clearly, using evidence to support your points.
5. Listen to opposing arguments and prepare a rebuttal based on evidence and prior knowledge.
6. Reflect on the debate by summarizing key arguments and

evaluating the effectiveness of your presentation.

Literary Analysis Presentation

Materials:

1. Literary analysis rubric
2. Presentation software (e.g., PowerPoint, Google Slides)
3. Copies of the text being analyzed

Directions:

1. Prepare a presentation analyzing a specific aspect of a literary text (e.g., character development, use of literary devices).
2. Use the literary analysis rubric to guide the content and structure of your presentation.
3. Present your analysis to the class, using clear and detailed evidence from the text.
4. Ensure to use appropriate eye contact, volume, and pronunciation.
5. Engage in a Q&A session with classmates, answering questions and elaborating on your points as needed.

Personal Reflection on Texts

Materials:

1. Reflection prompts handout
2. Writing materials (e.g., notebooks, pens)

Directions:

1. Read the assigned text and reflect on its themes and characters.
2. Use the reflection prompts handout to guide your written response.
3. Write a personal reflection that connects your experiences and opinions to the text.
4. Share your reflections in a small group discussion, paraphrasing key points from your written work.
5. Summarize the ideas expressed by your peers and provide constructive feedback.

Text Comparison and Contrast

Materials:

1. Two different texts for comparison (literary or informational)
2. Venn diagram templates
3. Note-taking tools

Directions:

1. Read both texts thoroughly.
2. Use a Venn diagram to compare and contrast the texts, focusing on themes, structure, and literary devices.
3. In small groups, discuss your findings and how the texts relate to each other.
4. Present your comparison to the class, using evidence from both texts to support your points.
5. Reflect on the discussion by summarizing the key similarities and differences.

Oral Presentation on Research Findings

Materials:

1. Research findings
2. Presentation tools (e.g., digital slides, poster board)
3. Rubric for oral presentations

Directions:

1. Conduct research on a chosen topic and compile your findings.
2. Prepare an oral presentation that summarizes your research and presents your conclusions.
3. Use the presentation rubric to ensure your presentation includes relevant evidence and is delivered clearly.
4. Present your research findings to the class, focusing on effective communication and presentation skills.
5. Engage in a Q&A session with classmates, providing detailed answers and elaborating as needed.

Discussion Protocol Practice

Materials:

1. Discussion protocol guidelines
2. Example discussion topics
3. Timer

Directions:

	1. Review the discussion protocol guidelines, including rules for taking turns, staying on topic, and providing evidence. 2. In small groups, practice a structured discussion using example topics. 3. Assign roles and use a timer to ensure that each participant has a chance to speak and that the discussion stays focused. 4. Reflect on the discussion process and summarize the main points covered.
Language Skills	Activities
• Identify verbals (gerunds, participles, infinitives) in writing • Explain the function of verbals in general • Explain the function of verbals in particular sentences • Apply common rules and patterns to spell words correctly • 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 • Consult reference materials that are both printed and digital	Verbals in Action Materials: 1. Worksheets with sentences containing verbals 2. Markers or pens Directions: 1. Review the definitions and functions of gerunds, participles, and infinitives. 2. Distribute worksheets that contain sentences with various verbals. 3. Identify and highlight each verbal in the sentences, noting its type (gerund, participle, infinitive). 4. Write a brief explanation of the function of each verbal in its sentence. 5. Share and discuss your answers with a partner or in small groups, explaining the function of the verbals in different contexts. Context Clues Challenge Materials: 1. Short passages with bolded unknown words 2. Dictionaries or digital devices with access to online dictionaries 3. Worksheets Directions:

- 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

1. Read the assigned passages that contain bolded unknown words.
2. Use context clues, structural clues, and the word's position in the sentence to infer the meaning of the bolded words.
3. Look up each word in a dictionary or digital reference to verify its meaning and pronunciation.
4. Record the inferred meanings and the dictionary definitions on the worksheet.
5. Discuss your findings with the class, focusing on how context clues helped you determine the meaning.

Vocabulary Detective

Materials:

1. Glossaries or thesauruses
2. Vocabulary list with Greek and Latin roots
3. Worksheets

Directions:

1. Study the vocabulary list that includes words with Greek and Latin roots.
2. Use glossaries, thesauruses, and context clues to determine the meanings of each word.
3. Complete a worksheet where you write the definitions, part of speech, and an example sentence for each word.
4. Review your findings with a classmate, and compare the meanings and examples you've come up with.
5. Discuss how understanding Greek and Latin roots helps in deciphering the meanings of unfamiliar words.

Spelling Patterns Exploration

Materials:

1. Spelling pattern handouts
2. Writing prompts
3. Spell-check tools (digital or printed)

Directions:

1. Review common spelling patterns and rules provided in the handouts.
2. Write a short paragraph using words that follow the spelling

patterns and rules.

3. Exchange paragraphs with a peer and use spell-check tools to identify any spelling errors.
4. Discuss the spelling patterns and rules that apply to the words used in your writing.
5. Reflect on how following spelling patterns can improve writing accuracy.

Reference Material Scavenger Hunt

Materials:

1. Printed and digital dictionaries, glossaries, and thesauruses
2. Scavenger hunt worksheets

Directions:

1. Distribute scavenger hunt worksheets that list various reference tasks (e.g., find a word's pronunciation, determine its part of speech).
2. Use printed and digital reference materials to complete the tasks on the worksheet.
3. Record the information you find, including definitions, pronunciations, and word functions.
4. Share your findings with the class and discuss the different types of reference materials used.

Word Roots and Meanings

Materials:

1. Word root charts
2. Worksheets with words and definitions

Directions:

1. Review a chart of common Greek and Latin roots and their meanings.
2. Use the chart to break down complex words from a provided list into their root components.
3. Complete a worksheet where you write the meanings of words based on their roots and create sentences using these words.
4. Discuss your sentences and word meanings with a partner,

	focusing on how understanding roots aids in comprehension. Applying Vocabulary in Context Materials: 1. Vocabulary list 2. Short stories or passages 3. Writing tools Directions: 1. Review a list of new vocabulary words. 2. Read a provided short story or passage and identify opportunities to use the new vocabulary words. 3. Rewrite selected sentences from the passage, replacing common words with the new vocabulary words where appropriate. 4. Share your revised sentences with the class and explain why you chose each vocabulary word.
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Assessments

Formative Assessments

1. **Literary Device Detective Chart:** Assess understanding of literary devices and their impact on the text.
2. **Theme Analysis Debate Participation:** Evaluate the ability to use evidence to support a theme interpretation and engage in discussion.
3. **Informational Text Structure Scavenger Hunt:** Check comprehension of text structures and their relation to central ideas.
4. **Author's Perspective Exploration Worksheet:** Assess the ability to identify and analyze an author's perspective and its impact on the reader.
5. **Argumentative Writing Draft Review:** Evaluate the organization, reasoning, and evidence in argumentative writing.
6. **Genre Exploration Presentation:** Evaluate understanding of genre characteristics and ability to present information clearly.
7. **Research Project Proposal:** Assess the clarity of the research question, thesis statement, and research plan.
8. **Thesis Statement Writing Workshop:** Review the effectiveness and clarity of thesis statements crafted during the workshop.
9. **Annotated Bibliography Creation:** Check for accuracy and relevance of source annotations and citations.
10. **Peer Review and Editing:** Evaluate the ability to provide and incorporate constructive feedback during peer review.
11. **Structured Group Discussion:** Evaluate participation, understanding of themes, and ability to summarize key points.
12. **Debate Preparation:** Assess the quality of research, organization of arguments, and effectiveness of rebuttals.

13. **Literary Analysis Presentation:** Review the clarity and relevance of evidence presented and presentation skills.
14. **Personal Reflection:** Check for personal connections to the text and the depth of reflection.
15. **Text Comparison and Contrast:** Evaluate the accuracy and depth of comparisons and the ability to present findings clearly.
16. **Verbals in Action Activity:** Evaluate the identification and explanation of verbals in sentences.
17. **Context Clues Challenge:** Assess the use of context clues and accuracy in determining word meanings.
18. **Vocabulary Detective:** Review the accuracy of vocabulary definitions, example sentences, and understanding of Greek and Latin roots.
19. **Spelling Patterns Exploration:** Check adherence to spelling patterns and rules in writing.
20. **Reference Material Scavenger Hunt:** Evaluate the ability to use reference materials effectively and accurately.

Summative Assessment List

1. **Final Argumentative Essay:** Assess the organization, clarity, use of evidence, and adherence to MLA guidelines.
2. **Completed Research Project:** Evaluate the quality of research, synthesis of information, and presentation of findings.
3. **Revised Writing Sample:** Review improvements made through peer review and editing, focusing on content, organization, and style.
4. **Annotated Bibliography:** Assess the completeness and accuracy of citations and annotations.
5. **Writing Portfolio:** Evaluate overall writing progress and ability to reflect on stylistic choices and revisions.
6. **Final Argumentative Essay:** Assess the ability to write a well-structured argument with clear claims, evidence, and counterclaims.
7. **Text Analysis Essay:** Evaluate the ability to cite textual evidence, analyze literary devices, and determine themes or central ideas.
8. **Informational Text Analysis Project:** Assess the ability to analyze text structures, author's style, and connections between ideas.
9. **Discussion Participation and Reflection:** Evaluate effectiveness in engaging in discussions and reflecting on discussion techniques.
10. **Vocabulary Analysis and Application:** Assess understanding of vocabulary in context and the impact of word choice on text meaning and tone.
11. **Debate Performance:** Assess overall argumentation skills, use of evidence, and presentation effectiveness.
12. **Literary Analysis Presentation:** Review the thoroughness of analysis, use of evidence, and effectiveness of the presentation.
13. **Research Presentation:** Evaluate the quality of research, organization, and clarity of the presentation.
14. **Personal Reflection Paper:** Assess the depth of personal connections to the text and the quality of written reflection.
15. **Discussion Protocol Application:** Evaluate the ability to follow discussion protocols, contribute effectively, and summarize key points.
16. **Verbals Analysis Essay:** Assess the ability to identify and explain the function of various verbals in a series of sentences or paragraphs.
17. **Vocabulary Test:** Evaluate understanding of vocabulary words, including definitions, usage, and Greek and Latin roots.
18. **Spelling Patterns Quiz:** Test knowledge of common spelling patterns and the application of spelling rules.
19. **Context Clues and Reference Use Project:** Review the ability to determine word meanings using context clues and reference materials.
20. **Root Words Research Paper:** Assess the depth of research and understanding of Greek and Latin roots and their application in new vocabulary.

Resources

Mentor Texts

Literary Texts

- *Inside Out and Back Again* by Thanhha Lai
- *The Name Jar* by Yangsook Choi
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *American Born Chinese* by Gene Luen Yang
- *The Jumbies* by Tracey Baptiste
- *Esperanza Rising* by Pam Muñoz Ryan
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *When You Trap a Tiger* by Tae Keller
- *The House on Mango Street* by Sandra Cisneros
- *One Crazy Summer* by Rita Williams-Garcia
- *The Crossover* by Kwame Alexander
- *Ghost* by Jason Reynolds
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *The Red Pencil* by Andrea Davis Pinkney

Informational Texts

- *The Breadwinner* by Deborah Ellis
- *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
- *The Story of Ruby Bridges* by Robert Coles
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda

Reading

- [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](#)
- [Connotative/Denotative Video](#)

Writing/Language

- [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](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

Paul	Speaking & Listening • 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 Critical Thinking • 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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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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-Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 2: Understanding Media and Text: Evaluating Arguments and Perspectives

Unit Goal: In this unit, students will learn to cite textual evidence to support detailed analyses, understand how text structures and elements impact meaning, and determine themes and central ideas. They will also evaluate arguments and perspectives, recognize the influence of various media formats, and adapt their communication strategies to diverse contexts. Through focused practice on grammatical conventions and effective use of language, students will enhance their writing and speaking proficiency, preparing them to engage thoughtfully with complex texts and articulate their ideas clearly and convincingly.
Duration: 9 weeks
Essential Questions: • In what ways can the structure and elements of a text influence its meaning, style, and tone? • How do themes and central ideas in literary and informational texts contribute to our understanding of the text?

- How do different perspectives within a text shape our interpretation of the author's purpose and message?
- How can we effectively evaluate arguments and claims in various texts to assess their validity and relevance?
- What strategies can be used to adapt our speech and writing to different contexts and audiences?
- How does the choice of medium or format impact the presentation and effectiveness of information?
- How can understanding and using different verb voices, moods, and grammatical conventions enhance our writing and speaking skills?

Enduring Understandings:

- The structure and organization of a text significantly affect its meaning, style, and tone, and understanding these elements enhances comprehension.
- Identifying themes and central ideas is crucial for understanding the overall message of a text, which can be conveyed through specific details and evidence.
- Different perspectives and authorial choices within a text can reveal deeper insights into the author's purpose and intended message.
- Evaluating arguments involves assessing the soundness of reasoning and the relevance of evidence, which is essential for critical reading and writing.
- Adapting communication to fit various contexts and audiences is key for effective oral and written presentations.
- The medium or format chosen for presenting information can influence the clarity, impact, and reception of the content.
- Mastering grammatical conventions, including verb voices and moods, contributes to more precise and effective writing and speaking.

NJSLS:

Reading

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

RI.AA.8.7. 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.

Writing

W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

W.AW.8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.

W.AW.8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.AW.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.AW.8.1.D. Establish and maintain a formal or academic style, approach, and form.

W.AW.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Speaking and Listening

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

SL.PE.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.

SL.PE.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning,

and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Language

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.8.1.B. Form and use verbs in the active and passive voice.

L.SS.8.1.F. Use an ellipsis to indicate an omission.

L.SS.8.1.G. Recognize spelling conventions.

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.8.2.B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.KL.8.2.C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3.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.VL.8.3.C. affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3.D. 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.VL.8.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.8.4.B. Use the relationship between particular words to better understand each of the words.

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.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
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Text Type: (fiction and nonfiction)
1 - 2 Extended Texts
4-8 shorter texts depending upon length and complexity

- 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

Exploring Themes Through Character Analysis

Materials:

1. A selection of short stories or excerpts from novels
2. Graphic organizers (character maps)
3. Sticky notes
4. Pencils

Directions:

1. Read: Choose a short story or excerpt from a novel. Read it carefully, focusing on the characters.
2. Character Map: Use the graphic organizer to map out the main characters. Include details about their traits, motivations, and development.
3. Sticky Notes: As you read, use sticky notes to mark passages that show how characters change or reveal their traits.
4. Discussion: Discuss with a partner or group how the characters contribute to the theme of the story. Use evidence from the text to support your points.
5. Write: Write a paragraph summarizing how the characters help to develop the theme, using quotes from the text.

Analyzing Author's Use of Literary Devices

Materials:

1. Excerpts from different genres (poetry, short stories, informational texts)
2. Highlighters
3. Note cards

Directions:

1. Read: Review the provided excerpts, paying attention to literary devices like metaphors, similes, and allusions.
2. Highlight: Use highlighters to mark examples of literary devices in each text.
3. Note Cards: On separate note cards, write the type of literary

- 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
- 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
- Demonstrate the ability to determine the meaning of words

device, the example from the text, and its effect.

4. Compare: Compare the use of literary devices across the different texts. Discuss how these devices enhance meaning and tone.
5. Presentation: Share your findings with the class, explaining how each device contributes to the overall text.

Creating a Multi Genre Project

Materials:

1. Paper
2. Markers
3. Access to various types of texts (poems, articles, stories)
4. Scissors and glue

Directions:

1. Choose a Theme: Select a theme or central idea that interests you.
2. Research: Find different texts related to your theme. These can include poems, articles, and stories.
3. Create: Design a multi genre project that includes at least three different types of texts. For each text, explain how it contributes to understanding the theme.
4. Presentation: Present your project to the class, highlighting how each genre offers a unique perspective on the theme.

Analyzing Text Structure and Its Impact

Materials:

1. Excerpts from informational texts with different structures (chronological, cause-effect, problem-solution)
2. Chart paper
3. Markers

Directions:

1. Read: Examine each excerpt, noting the text structure used.
2. Chart: On chart paper, create a visual representation of each text's structure. Include headings for each part and note how the structure supports the content.
3. Discuss: Discuss with a partner how the text structure impacts

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
- Evaluate the effectiveness of the author's choice to use specific word choice
- 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
- 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

the reader's understanding of the information.

4. Write: Write a brief summary comparing the effectiveness of different structures in conveying the central ideas.

Evaluating Author's Purpose and Point of View

Materials:

1. Two different opinion articles on the same topic
2. Highlighters
3. Notebooks

Directions:

1. Read: Read both opinion articles carefully.
2. Highlight: Highlight key points where the author's purpose and point of view are evident.
3. Compare: In your notebook, compare and contrast the authors' perspectives and how they support their arguments.
4. Discuss: Discuss with a peer how the authors' purposes influence their arguments and how effective these arguments are.

Understanding Figurative Language

Materials:

1. Excerpts from poems or stories rich in figurative language
2. Highlighters
3. Worksheets with figurative language examples

Directions:

1. Read: Review the provided excerpts, focusing on the use of figurative language.
2. Highlight: Highlight examples of figurative language (e.g., similes, metaphors).
3. Worksheet: Use the worksheet to identify and explain the figurative language used in the text and its impact on meaning.
4. Share: Share your findings with the class, discussing how the figurative language enhances the reader's experience.

Comparing Text Structures

Materials:

1. Two short informational texts with different structures

- 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
- 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
- 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
- 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

2. Venn diagram templates
3. Pens

Directions:

1. Read: Read both texts, noting their structures.
2. Compare: Use the Venn diagram to compare and contrast the structures of the two texts.
3. Analyze: Discuss how each structure impacts the presentation of information and contributes to the overall meaning.
4. Write: Write a brief analysis of which structure you found more effective and why.

Synthesizing Information from Multiple Sources

Materials:

1. Various informational texts on a related topic
2. Note-taking sheets
3. Markers

Directions:

1. Read: Read the different informational texts on the same topic.
2. Take Notes: Use the note-taking sheets to record key details and evidence from each text.
3. Synthesize: Combine information from all sources to create a comprehensive summary of the topic.
4. Present: Present your synthesized information to the class, explaining how different sources contributed to your understanding of the topic.

• Assess the credibility of the source of supporting details • Participate in seminars and debates, as well as reflections • 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	
Writing Skills	Activities
Writing Genre: Argument/Research Routine Writing	
• 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	Crafting a Persuasive Essay Materials: 1. Essay prompt handouts 2. Graphic organizers (argument maps) 3. Computers or tablets with word processing software 4. Rubric for persuasive essays Directions: 1. Introduce Claim(s): Review the essay prompt and identify your main claim or thesis statement. 2. Graphic Organizer: Use the graphic organizer to outline your essay. Organize reasons and evidence logically to support your claim. 3. Research: Conduct research to find accurate and reliable sources that support your claim. Use computers or tablets for online

- 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
- 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
- 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.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas

research.

4. Draft: Write a draft of your persuasive essay, including a clear thesis statement, supporting evidence, and addressing opposing claims.
5. Peer Review: Exchange drafts with a peer. Use the provided rubric to give and receive feedback on clarity, organization, and evidence.
6. Revise and Finalize: Revise your essay based on feedback and finalize your draft. Ensure it follows MLA guidelines for citations and includes a strong conclusion.

Analyzing Author's Style and Structure

Materials:

1. Excerpts from various texts
2. Highlighters
3. Style and structure analysis worksheet

Directions:

1. Read and Highlight: Read the provided excerpts and highlight examples of the author's use of style and structure.
2. Worksheet: Fill out the style and structure analysis worksheet, noting how the author's choices affect the text's tone and effectiveness.
3. Discuss: Discuss your findings with a partner, focusing on how specific stylistic choices contribute to the text's meaning.
4. Write: Write a brief analysis of how the author's style and structure impact the reader's understanding of the text.

Writing for Different Purposes and Audiences

Materials:

1. Writing prompts for various genres (e.g., persuasive, narrative, informative)
2. Rubric for different writing styles
3. Computers or notebooks

Directions:

1. Select a Prompt: Choose a writing prompt that matches the genre or purpose assigned.

- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- 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
- 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
- Identify evidence that supports claims in literary analysis

2. Draft: Write a piece based on the prompt, tailoring your style, tone, and structure to the intended audience.
3. Peer Review: Swap writings with a classmate. Use the rubric to evaluate how well your piece fits the purpose and audience.
4. Revise: Revise your writing based on peer feedback and finalize your piece.

Research Project: Exploring Inquiry Topics

Materials:

1. Research question handouts
2. Access to library resources or online databases
3. Research synthesis template
4. MLA citation guide

Directions:

1. Generate Questions: Develop research questions based on areas of interest or content studies.
2. Conduct Research: Use library resources or online databases to gather information from multiple sources. Assess each source for credibility.
3. Synthesize Information: Use the research synthesis template to organize and combine information from various sources.
4. Write: Compose a research report that answers your questions, incorporates evidence from multiple texts, and follows MLA citation guidelines.
5. Present: Share your findings with the class, explaining how your research answers the questions and supports your thesis.

Exploring and Avoiding Plagiarism

Materials:

1. Plagiarism examples handout
2. MLA citation guide
3. Computers or notebooks

Directions:

1. Review: Read through examples of plagiarism and discuss how to avoid it.
2. Practice: Use the MLA citation guide to correctly cite sources

- 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
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

from a list of provided examples.

3. Write: Write a short piece using information from sources. Practice citing your sources correctly to avoid plagiarism.
4. Self-Assessment: Use a checklist to review your work for proper citation and evidence integration.

Creating a Multimedia Presentation

Materials:

1. Computers or tablets with presentation software
2. Research materials
3. Presentation rubric

Directions:

1. Research: Conduct research on a chosen topic using reliable sources.
2. Create: Design a multimedia presentation that includes text, images, and data to support your topic. Use appropriate transitions and visual aids.
3. Present: Present your multimedia project to the class, focusing on how the visual and textual elements work together to convey your message.
4. Reflect: Reflect on feedback received and revise your presentation as needed.

Writing and Revising an Informational Text

Materials:

1. Informational text prompts
2. Peer review checklist
3. Computers or notebooks

Directions:

1. Write: Draft an informational text based on the provided prompt, ensuring that the information is well-organized and clearly presented.
2. Peer Review: Exchange drafts with a classmate. Use the peer review checklist to provide feedback on clarity, organization, and evidence.
3. Revise: Revise your text based on peer feedback, focusing on

	improving organization and presentation. 4. Finalize: Submit your revised informational text, ensuring it meets the assignment criteria. Exploring Different Writing Styles Materials: 1. Samples of different writing styles (e.g., journal entries, dialogues, creative writing) 2. Writing prompts for each style 3. Rubric for evaluating writing styles Directions: 1. Read Samples: Review samples of different writing styles to understand their characteristics. 2. Write: Complete writing prompts in different styles, focusing on adopting the characteristics of each style. 3. Review: Use the rubric to evaluate your writing in each style, considering voice, tone, and appropriateness for the audience. 4. Share: Share your writing with a peer or the class and discuss how each style affects the message.
Speaking and Listening Skills	Activities
Task type: Project-based presentations focusing on use of multimedia and visual displays	
• 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	Reading and Preparing for Discussions Materials: 1. Copies of the assigned text 2. Discussion preparation worksheet 3. Pens and highlighters Directions: 1. Read the Text: Read the assigned text thoroughly before the discussion. 2. Prepare: Complete the discussion preparation worksheet, noting key arguments, questions, and reflections.

- 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
- 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
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations

3. Highlight Key Points: Use highlighters to mark important passages and evidence in the text that will support your discussion points.
4. Review: Review your notes and highlights to prepare for a meaningful and informed discussion.

Structured Group Discussions

Materials:

1. Discussion topic handouts
2. Role cards (e.g., facilitator, timekeeper, note-taker)
3. Discussion guidelines

Directions:

1. Assign Roles: Hand out role cards and explain each role's responsibilities (e.g., facilitator leads the discussion, timekeeper manages time).
2. Read the Topic: Review the discussion topic handout and ensure everyone understands the focus.
3. Discuss: Engage in a structured discussion, adhering to the discussion guidelines. Each student should actively contribute, ask questions, and reflect on others' points.
4. Reflect: After the discussion, use the reflection sheet to summarize and paraphrase the main ideas expressed during the conversation.

Crafting and Responding to Questions

Materials:

1. Text or article excerpts
2. Question crafting worksheet
3. Pens

Directions:

1. Analyze the Text: Read the provided text or article excerpts carefully.
2. Craft Questions: Use the question crafting worksheet to develop open-ended and specific questions based on the text.
3. Exchange Questions: Swap questions with a peer and respond to each other's questions, providing detailed answers supported by

evidence from the text.

4. Discuss Responses: Discuss the effectiveness of the questions and answers, focusing on how well they elicit detailed and relevant information.

Evaluating Arguments and Evidence

Materials:

1. Argument or speech samples
2. Evaluation checklist
3. Pens

Directions:

1. Review Samples: Examine the provided argument or speech samples.
2. Evaluate: Use the evaluation checklist to assess the validity of the arguments and the quality of the evidence provided.
3. Discuss Findings: Discuss with a classmate or group whether the reasoning is rational and if there is sufficient evidence to support the claims. Identify any extraneous information.
4. Summarize: Write a brief summary of your findings, noting the strengths and weaknesses of the arguments.

Presenting Information Clearly

Materials:

1. Presentation topics
2. Rubric for oral presentations
3. Note cards
4. Presentation software (optional)

Directions:

1. Prepare: Choose a presentation topic and gather relevant information. Create note cards or a presentation outline.
2. Develop: Organize your information clearly and coherently. Use presentation software if available.
3. Practice: Practice your presentation, focusing on using appropriate eye contact, volume, and clear pronunciation.
4. Present: Deliver your presentation to the class, adhering to the rubric criteria for effective communication.

	5. Receive Feedback: After presenting, receive feedback from peers and teachers on your presentation skills. Reflecting on Group Discussions Materials: 1. Reflection journals 2. Discussion role feedback forms 3. Pens Directions: 1. Journal Reflection: Write a reflection in your journal about the effectiveness of the group discussion, including the roles played and contributions made. 2. Feedback: Complete a feedback form evaluating the discussion roles and individual performances. 3. Share: Share your reflections with a partner or the class and discuss ways to improve future discussions. Summarizing and Paraphrasing Discussions Materials: 1. Discussion notes 2. Summary and paraphrasing worksheets 3. Pens Directions: 1. Review: Look over your notes from a recent discussion. 2. Summarize: Use the summary worksheet to write a concise summary of the main ideas discussed. 3. Paraphrase: Use the paraphrasing worksheet to rephrase key points from the discussion in your own words. 4. Compare: Compare your summary and paraphrasing with a peer's and discuss any differences in how key ideas were captured.
Language Skills	Activities

- 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
- Use punctuation (comma, ellipsis, dash) to indicate an omission
- Apply common rules and patterns to spell words correctly
- 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
- 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
- Consult reference materials that are both printed and digital
- Identify the relationship of words
- Clarify words by using the relationship between them

Understanding Active and Passive Voice

Materials:

1. Sentences written in both active and passive voice
2. Whiteboard or chart paper
3. Markers

Directions:

1. Introduction: Review the definitions of active and passive voice with the class.
2. Activity: Write several sentences on the board, some in active voice and some in passive voice.
3. Identify: Have students work in pairs to identify whether each sentence is in active or passive voice.
4. Correct: Ask students to rewrite the passive voice sentences in active voice and vice versa.
5. Discuss: Discuss the differences and the impact of using each voice on the clarity and effectiveness of writing.

Using Punctuation to Indicate Omissions

Materials:

1. Handouts with sentences missing words (using ellipses, dashes, and commas)
2. Pencils

Directions:

1. Introduction: Review the use of ellipses, dashes, and commas to indicate omissions.
2. Complete Sentences: Distribute handouts with sentences where students need to fill in the blanks using appropriate punctuation.
3. Peer Review: Have students exchange their work with a partner to check for correct punctuation use.
4. Discuss: Go over the answers as a class, discussing why each punctuation mark was used in each instance.

Verbs in Different Moods and Voices

Materials:

1. Sentences with verbs in various moods and voices
2. Handouts for verb practice

- 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

3. Pens

Directions:

1. Introduction: Explain the different verb moods (indicative, imperative, subjunctive, conditional) and their effects.
2. Identify and Correct: Distribute sentences and ask students to identify and circle verbs in active and passive voice and different moods.
3. Rewrite: Have students rewrite sentences using different moods and voices to achieve a specific effect.
4. Share: Share examples and discuss how changing the mood or voice affects the meaning of the sentence.

Exploring Unknown Words

Materials:

1. Text excerpts with highlighted unknown words
2. Dictionaries, glossaries, and thesauruses
3. Vocabulary worksheets

Directions:

1. Introduction: Review strategies for determining the meaning of unknown words using context clues, Greek and Latin roots, and reference materials.
2. Practice: Distribute text excerpts with unknown words highlighted.
3. Research: Have students use dictionaries, glossaries, and thesauruses to find the meanings of the highlighted words.
4. Application: Ask students to use the newly learned words in sentences, demonstrating their understanding of the words' meanings and proper usage.

Using Context Clues for Vocabulary

Materials:

1. Short reading passages
2. Context clues worksheets
3. Pens

Directions:

1. Introduction: Review how to use context clues to determine the

	meaning of unknown words in a passage. 2. Read and Identify: Distribute reading passages with certain words bolded. Ask students to use context clues from the surrounding text to infer the meanings. 3. Worksheet: Complete a worksheet where students list context clues that helped them infer the meanings of the bolded words. 4. Discuss: Review the inferred meanings and context clues used, discussing any difficulties and strategies. Using Reference Materials Effectively Materials: 1. Access to printed and digital dictionaries, glossaries, and thesauruses 2. Reference materials worksheet 3. Computers or tablets (if available) Directions: 1. Introduction: Demonstrate how to use various reference materials to find word meanings, pronunciations, and parts of speech. 2. Practice: Distribute the reference materials worksheet with tasks requiring students to find definitions, pronunciations, and synonyms using the reference materials. 3. Explore: Allow students to use both printed and digital reference materials to complete the worksheet. 4. Share: Discuss the findings and how different reference materials can be used effectively for different purposes.
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Assessments
Formative Assessment List 1. Exit Tickets: Quick written responses addressing a specific aspect of writing, such as thesis statements or evidence. 2. Graphic Organizers: Review students' graphic organizers for organizing claims and evidence in persuasive essays. 3. Peer Reviews: Use peer reviews to assess understanding of writing techniques and provide feedback on drafts.

4. **Writing Samples:** Evaluate drafts of student writing to assess their use of evidence, organization, and style.
5. **Quick Writes:** Short, focused writing prompts to gauge understanding of different writing styles or techniques.
6. **Discussion Preparation Worksheets:** Evaluate students' ability to prepare for discussions with relevant questions and notes.
7. **Role Performance in Discussions:** Assess students' adherence to assigned roles and their engagement in discussions.
8. **Question Crafting Worksheets:** Review students' questions for specificity and relevance.
9. **Evaluation Checklists:** Check students' ability to evaluate arguments and evidence in provided samples.
10. **Presentation Practice:** Observe students during practice sessions for use of eye contact, volume, and pronunciation.
11. **Active and Passive Voice Identification:** Check students' ability to identify and rewrite sentences in active and passive voice.
12. **Punctuation Activity:** Evaluate students' correct use of punctuation to indicate omissions in sentences.
13. **Verb Mood and Voice Exercise:** Assess students' identification and correct usage of verbs in various moods and voices.
14. **Vocabulary Context Clues:** Observe students' ability to use context clues to determine the meanings of unknown words.
15. **Reference Materials Worksheet:** Review students' use of dictionaries, glossaries, and thesauruses to find and verify word meanings.

Summative Assessments

1. **Persuasive Essay:** A complete essay that includes a clear thesis, supporting evidence, opposing claims, and a conclusion.
2. **Research Report:** A comprehensive report synthesizing information from multiple sources, correctly cited in MLA format.
3. **Multimedia Presentation:** A presentation that combines text, images, and data to effectively communicate research findings or a specific topic.
4. **Informational Text:** An informational piece demonstrating clear organization, evidence integration, and appropriate language.
5. **Writing Portfolio:** A collection of different writing samples, including persuasive, informational, and creative pieces, showing development and revision over time.
6. **Discussion Participation:** Assess students' participation and contribution during discussions, including their ability to reflect and summarize.
7. **Oral Presentation:** Evaluate presentations based on clarity, coherence, use of evidence, and adherence to presentation guidelines.
8. **Analytical Essay:** An essay evaluating arguments and evidence, including summary and paraphrasing of key points.
9. **Research Report:** A comprehensive report on a researched topic, demonstrating effective use of evidence and clear presentation.
10. **Reflection Journals:** Assess reflections on discussions, including self-evaluation and improvement suggestions.
11. **Grammar Test:** A comprehensive test assessing students' ability to differentiate between active and passive voice, and correct use of verbs in various moods.
12. **Punctuation Quiz:** A quiz focused on the correct use of punctuation to indicate omissions and other grammatical functions.
13. **Vocabulary Project:** A project where students use context clues, roots, and reference materials to analyze and present on new vocabulary.
14. **Written Passage Analysis:** An assignment where students rewrite a passage incorporating different verb moods and voices, demonstrating their understanding of their effects.
15. **Reference Materials Report:** A report requiring students to use various reference materials to research and present on the meanings, pronunciations, and usage of specific words.

Resources

Mentor Texts

Literary Texts

- *Inside Out and Back Again* by Thanhha Lai
- *The Name Jar* by Yangsook Choi
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *American Born Chinese* by Gene Luen Yang
- *The Jumbies* by Tracey Baptiste
- *Esperanza Rising* by Pam Muñoz Ryan
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *When You Trap a Tiger* by Tae Keller
- *The House on Mango Street* by Sandra Cisneros
- *One Crazy Summer* by Rita Williams-Garcia
- *The Crossover* by Kwame Alexander
- *Ghost* by Jason Reynolds
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *The Red Pencil* by Andrea Davis Pinkney

Informational Texts

- *The Breadwinner* by Deborah Ellis
- *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
- *The Story of Ruby Bridges* by Robert Coles
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul
- *The Name Jar* by Yangsook Choi
- *Esperanza Rising* by Pam Muñoz Ryan
- *Inside Out and Back Again* by Thanhha Lai
- *American Born Chinese* by Gene Luen Yang

Reading

- [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](#)
- [Connotative/Denotative Video](#)

Writing/Language

- [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](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)

● <i>One Crazy Summer</i> by Rita Williams-Garcia ● <i>The Crossover</i> by Kwame Alexander ● <i>A Long Walk to Water</i> by Linda Sue Park ● <i>Ghost Boys</i> by Jewell Parker Rhodes	● Narrative Essay Writing Speaking & Listening ● 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 Critical Thinking ● 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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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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-Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 3: Unveiling Themes: Exploring Structure, Perspective, and Mediums in Texts

Unit Goal: This unit is designed to deepen students' understanding of both literary and informational texts through a focus on critical analysis and effective communication. Students will learn to cite and connect textual evidence to support their analyses, determine and summarize themes and central ideas, and examine how various elements of a text interact to shape its meaning. They will explore how text structures impact meaning, compare different mediums for presenting ideas, and recognize how modern works draw from traditional themes. Additionally, students will develop their narrative writing skills by employing effective techniques and refining their research and presentation abilities. By mastering language conventions, vocabulary, and narrative techniques, students will enhance their ability to communicate clearly and persuasively across different contexts.
Duration: 9 weeks
Essential Questions:

- How can textual evidence from both literary and informational texts be used to support a thorough analysis of a text's explicit and implicit meanings?
- In what ways can understanding the theme or central idea of a text enhance our interpretation of its details and overall message?
- How do the interactions between various elements of a text (such as setting, characters, and plot) influence the development of its themes or ideas?
- What role does the structure of a text play in conveying its meaning, style, and tone, and how can comparing different structures deepen our understanding of the text?
- How do authors use different perspectives and viewpoints to shape their messages and influence readers, and how can we analyze these techniques?
- In what ways can different mediums affect the presentation and perception of an idea or story, and how can we evaluate the effectiveness of these choices?
- How can modern works of fiction draw on traditional themes and patterns, and what makes their renditions new or relevant?
- How can effective narrative techniques, such as dialogue and description, enhance storytelling and engage readers?
- What strategies can be employed to conduct effective research and present information clearly and coherently?
- How can understanding and applying specific language conventions and vocabulary help in improving written and oral communication?

Enduring Understandings:

- Textual evidence from both literary and informational sources is essential for analyzing and understanding a text's explicit statements and underlying inferences.
- Themes and central ideas are conveyed through specific details in a text, and identifying these helps in summarizing and interpreting the text's message accurately.
- Elements such as setting, character interactions, and plot developments are interrelated and contribute significantly to the themes and ideas presented in a text.
- The structure of a text impacts its meaning and style, and analyzing different structures provides deeper insights into how a text conveys its message.
- Authors employ various perspectives and viewpoints to communicate their purpose and influence their audience, and these techniques are critical for understanding their intent.
- Different artistic mediums present ideas in unique ways, and evaluating these presentations helps in understanding the emphasis and omissions in each work.
- Modern fiction often incorporates themes and patterns from traditional stories, and recognizing these connections helps in understanding how they are adapted or transformed.
- Narrative techniques, such as effective dialogue and vivid descriptions, are crucial for creating engaging and compelling stories.
- Conducting research and presenting information involves gathering relevant data, evaluating sources, and clearly communicating

findings, which are essential skills for academic success.

- Mastery of language conventions and vocabulary enhances both written and oral communication, making it more precise, engaging, and effective.

NJSLS:

Reading

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

RL.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Writing

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

W.8.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Speaking and Listening

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

SL.PE.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.

SL.PE.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

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

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

Language

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.8.1.C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.SS.8.1.F. Use an ellipsis to indicate an omission.

L.SS.8.1.G. Recognize spelling conventions.

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.8.2.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.8.2.B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.KL.8.2.C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3.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.VL.8.3.C. affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3.D. 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.VL.8.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.8.4.A. Interpret figures of speech (e.g. verbal irony, puns) in context.

L.VI.8.4.C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

L.VI.8.4.D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• 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	Literary Detective Work Materials: 1. A short story or excerpt from a novel (e.g., a chapter from <i>The Outsiders</i> by S.E. Hinton) 2. Text analysis worksheet 3. Highlighters 4. Notebooks or digital devices Directions: 1. Read Closely: Read the provided text carefully, highlighting key passages that illustrate the main themes, character development, or

- 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
- 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
- Determine how specific events or dialogue significantly impact the development of a story
- Determine critical turning points of the plot, analyzing choices

literary devices used by the author.

2. Text Analysis: Use the text analysis worksheet to identify and analyze the author's purposeful use of language and literary devices. Answer questions related to theme, character interactions, and how specific events impact the story.
3. Support with Evidence: Gather evidence from the text to support your analysis. Paraphrase and directly quote passages that support your claims.
4. Share Findings: Discuss your findings with a partner or small group, explaining how the evidence supports your analysis and the author's choices.

Theme Exploration Workshop

Materials:

1. Short story or novel excerpt (e.g., *The Giver* by Lois Lowry)
2. Theme identification chart
3. Sticky notes
4. Pens/pencils

Directions:

1. Identify Theme: Read the excerpt and use the theme identification chart to determine the central theme of the text. Look for details and examples that support your theme.
2. Analyze Development: Use sticky notes to mark passages where the theme is developed or reinforced. Write brief notes on each sticky note about how the passage contributes to the theme.
3. Class Discussion: Share your identified theme and analysis with the class. Discuss how the theme is developed through characters, setting, and plot.

Comparing Mediums

Materials:

1. Scene from a book (e.g., *Harry Potter and the Sorcerer's Stone* by J.K. Rowling)
2. Film adaptation clip of the same scene
3. Comparison chart
4. Projector/TV for viewing

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
- 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
- Evaluate the effectiveness of the author's choice to use specific word choice
- Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences

Directions:

1. Watch and Read: Read the scene from the book and then watch the film adaptation of the same scene.
2. Compare Mediums: Use the comparison chart to analyze how the scene was presented differently in the book and film. Note the artistic choices made by the director and how they differ from the text.
3. Discussion: Discuss the impact of these choices on the viewer's understanding and interpretation of the scene. Evaluate the effectiveness of the director's choices compared to the text.

Narrative Techniques Analysis

Materials:

1. Excerpt from a short story (e.g., *The Most Dangerous Game* by Richard Connell)
2. Narrative techniques worksheet
3. Pens/pencils

Directions:

1. Read the Excerpt: Read the provided excerpt, focusing on narrative techniques such as dialogue, pacing, and description.
2. Analyze Techniques: Complete the narrative techniques worksheet, identifying and analyzing how these techniques develop characters and advance the plot.
3. Write Reflection: Write a brief reflection on how these techniques affect the reader's experience of the story.

Research and Presentation

Materials:

1. Research topic (e.g., a historical figure or event)
2. Access to digital and print resources
3. Presentation tools (e.g., PowerPoint, Google Slides)

Directions:

1. Conduct Research: Use digital and print resources to gather relevant information on your topic. Take notes and assess the credibility of your sources.
2. Prepare Presentation: Organize your findings into a clear and

aids in developing and refining a key concept

- Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept
- Analyze why the author chose a particular structure
- Analyze the impact that the structure choice has on the reader
- Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept
- 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
- Assess and reflect upon the similarities and differences between text and dramatic productions
- Reflect upon the similarities and differences between initial understandings derived from the original text and those created from visual interpretation

coherent presentation. Include citations for your sources and use evidence to support your claims.

3. Present Findings: Present your research to the class, emphasizing key points and using appropriate visual aids.

- Observe how closely details in the portrayal align with the details in the text that created their initial visual image
- Analyze the reason behind omission and alterations
- Identify and analyze the reasons for the artistic choices made by the film or play's director, such as the choice of particular lighting, staging, costuming, and even casting
- Analyze why directors or actors stay faithful or depart from the text or script
- Analyze the impact of the actor or director's choices on the viewer
- Evaluate the effectiveness of the actor's or director's choices to stay faithful or depart from the text or script
- Recognize that literary themes are timeless
- Observe how the same theme is presented across multiple texts, particularly in the genres of myths, traditional stories, and religious works
- Read a variety of texts of varying formats and time periods that all focus around a common literary theme
- Use various sources of knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to analyze and reflect on texts
- Determine how writers modernize their presentation of a theme while still holding true to the characteristics of that genre.
- Note specific use of elements such as language, character traits, conflicts, and settings in order to analyze the writer's approach

• Analyze why an author chose to draw on elements from myths, traditional stories, or religious words • Analyze the impact of the author's choice to reference elements from earlier works on the reader • Evaluate the effectiveness of the author's choice to reference earlier works	
Writing Skills	Activities
Writing Genre: Narrative Literary Analysis Routine Writing	
• Establish a point of view and context • Engage the reader with a story hook • Introduce a narrator and/or characters • Organize an event sequence that unfolds naturally and logically • Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Use figurative language to aid in description • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey	Crafting a Captivating Narrative Materials: 1. Narrative planning sheet 2. Story starter prompts 3. Whiteboard and markers (or digital equivalent) 4. Laptops/tablets for drafting Directions: 1. Choose a Prompt: Select one of the provided story starter prompts or create your own. 2. Plan Your Narrative: Use the narrative planning sheet to establish the point of view, context, and main characters. Plan your event sequence, including the conflict and resolution. 3. Draft Your Story: Write your narrative using the planning sheet as a guide. Focus on engaging the reader with a story hook, using dialogue and descriptive techniques, and maintaining logical flow and pacing. 4. Revise and Edit: Revise your draft using peer feedback or a self-editing checklist. Pay attention to narrative techniques,

experiences and events

- Provide a conclusion that follows from and reflects on the narrated experiences or events
- Clearly convey a conflict and a resolution to the conflict
- Apply the narrative plot structure to a real or imagined story
- Demonstrate ability to create a context or setting for the story
- Develop characters throughout the story
- 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
- 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.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas

figurative language, and transition words.

Analyzing Text Structure

Materials:

1. Excerpt from a novel or short story (e.g., *The Outsiders* by S.E. Hinton)
2. Text structure analysis worksheet
3. Highlighters

Directions:

1. Read the Excerpt: Carefully read the provided text, highlighting sections that demonstrate the text's structure.
2. Complete the Worksheet: Use the text structure analysis worksheet to identify the text's organization, including its key components like exposition, climax, and resolution.
3. Discuss Findings: Share your analysis with a partner or small group, explaining how the structure contributes to the meaning and effectiveness of the text.

Research and Synthesize

Materials:

1. Research topic handout
2. Access to digital and print resources
3. Research synthesis worksheet

Directions:

1. Conduct Research: Use the provided resources and additional sources to research your topic. Take notes on key information and evidence.
2. Synthesize Information: Complete the research synthesis worksheet, organizing your findings into a coherent summary. Include direct and indirect quotations as evidence.
3. Prepare a Presentation: Create a brief presentation of your research findings, using technology to enhance your delivery and visuals.

Figurative Language in Context

Materials:

- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- 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
- 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
- Identify evidence that supports claims in literary analysis

1. Literary excerpt (e.g., from *The Chronicles of Narnia* by C.S. Lewis)
2. Figurative language identification sheet
3. Highlighters

Directions:

1. Read the Excerpt: Focus on identifying instances of figurative language such as metaphors, similes, and personification.
2. Complete the Identification Sheet: Use the figurative language identification sheet to analyze how these elements contribute to the text's meaning and tone.
3. Class Discussion: Discuss how figurative language enhances the narrative, using evidence from the text to support your points.

Tech-Enhanced Writing

Materials:

1. Laptops/tablets
2. Access to writing software (e.g., Google Docs, Word)
3. Online research tools (e.g., databases, citation generators)

Directions:

1. Draft a Piece of Writing: Use the provided writing prompts to create a draft on your laptop or tablet. Focus on using precise language and a clear structure.
2. Revise with Technology: Use online tools to receive feedback on your writing. Incorporate suggestions and use digital resources for further revision.
3. Publish and Share: Use technology to finalize and publish your writing. Seek out authentic publishing opportunities, such as school newsletters or online platforms.

• 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 • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Produce written reflections • Explain stylistic choices made while writing	
Speaking and Listening Skills	Activities
Task Type: Discuss, analyze and present effectiveness of media messages in small groups and whole class	
• 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	Book Club Discussion Materials: 1. Copies of the book or text excerpt 2. Discussion guide with questions 3. Notebooks or digital devices for note-taking Directions: 1. Read the Text: Ensure students have read the assigned text or book excerpt prior to the discussion. 2. Prepare for Discussion: Review the discussion guide and take notes on key points, questions, and personal reflections. 3. Participate in Discussion: Engage in a structured conversation

- 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
- Determine the purpose for presenting information in different media and formats
- Interpret the presenter's purpose in conveying the information using particular media and formats
- Analyze the impact that the use of particular media and formats has on the audience
- Evaluate the effectiveness of the presenter's media and format choices
- Present information using sound, detailed, and relevant evidence in a coherent manner
- Use appropriate eye contact, adequate volume, and clear pronunciation
- Orally present information, using appropriate speech, in a variety of situations

using the discussion guide. Rotate roles (e.g., discussion leader, note-taker) to ensure all students participate actively.

4. Reflect and Summarize: After the discussion, reflect on the key ideas and summarize the main points. Paraphrase what was discussed and note any new insights gained.

Media Analysis Project

Materials:

1. Access to various media formats (videos, podcasts, articles)
2. Media analysis worksheet
3. Presentation tools (e.g., PowerPoint, Google Slides)

Directions:

1. Select Media: Choose different media formats to analyze, ensuring they present information on a similar topic.
2. Analyze Media: Use the media analysis worksheet to determine the purpose, format, and impact of each media piece. Pay attention to how the media choice affects the presentation of information.
3. Present Findings: Create a presentation that includes an analysis of each media piece, discussing the effectiveness of the media format, its impact on the audience, and the presenter's purpose.
4. Oral Presentation: Present your findings to the class using appropriate eye contact, volume, and pronunciation. Be prepared to answer questions and discuss your analysis.

Narrative Technique Workshop

Materials:

1. Excerpts from various literary texts
2. Narrative technique analysis worksheet
3. Writing prompts

Directions:

1. Read Excerpts: Examine provided excerpts focusing on different narrative techniques (e.g., dialogue, pacing, description).
2. Analyze Techniques: Complete the narrative technique analysis worksheet to identify and evaluate how different techniques are used to develop characters and plot.
3. Write Using Techniques: Use the writing prompts to create a short

	narrative incorporating the analyzed techniques. - Peer Review: Share narratives with peers for feedback, focusing on the effectiveness of the narrative techniques used. Presentation Skills Practice Materials: - Presentation topics or prompts - Rubric for evaluating presentations - Video recording equipment (optional) Directions: - Prepare Presentation: Choose a topic or prompt and create a presentation that includes detailed evidence and clear arguments. - Practice Delivery: Rehearse your presentation, focusing on appropriate eye contact, volume, and pronunciation. Use the rubric to self-assess your preparation. - Present to Class: Deliver your presentation to the class, using feedback from peer reviews if available. - Reflect: After presenting, reflect on the effectiveness of your presentation and the feedback received.
Language Skills	Activities
Task Type: Discuss, analyze and present effectiveness of media messages in small groups and whole class	

- Identify a variety of verb voices and moods in reading
- Correctly use verbs in the active and passive voice, and verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in writing
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break
- Apply common rules and patterns to spell words correctly
- 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
- 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
- Consult reference materials that are both printed and digital
- Define and identify figures of speech
- Determine the meaning of and purpose of figures of speech in context

Verb Mood and Voice Analysis

Materials:

1. Text excerpts with various verb moods and voices
2. Worksheet for identifying and analyzing verbs
3. Highlighters or digital highlighting tools

Directions:

1. Read Text Excerpts: Examine the provided text excerpts that include a variety of verb moods and voices.
2. Identify Verbs: Use the worksheet to highlight and identify verbs in the active and passive voice, as well as verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
3. Analyze Effects: Discuss how the different verb choices affect the meaning and tone of the text.
4. Share Findings: Present findings to the class, explaining how verb mood and voice contribute to the text's overall impact.

Verb Mood and Voice Writing Exercise

Materials:

1. Writing prompt with specific mood and voice requirements
2. Writing paper or digital writing tool
3. List of verb mood and voice definitions

Directions:

1. Review Definitions: Familiarize yourself with the definitions of different verb moods and voices.
2. Write a Short Story: Use the provided writing prompt to create a short story, ensuring the use of a variety of verb moods (indicative, imperative, interrogative, conditional, and subjunctive) and voices (active and passive).
3. Edit for Precision: Review your story to ensure correct usage of verbs and appropriate punctuation (comma, ellipsis, dash).
4. Peer Review: Exchange stories with a classmate for feedback on verb usage and overall clarity.

Punctuation and Spelling Practice

Materials:

1. Sentences with missing punctuation and spelling errors

- Identify the relationship of words
- Clarify words by using the relationship between them
- Discern the difference in meaning between closely related words
- 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

2. Punctuation and spelling guide
3. Editing checklist

Directions:

1. Review Guide: Study the punctuation and spelling guide to understand common rules and patterns.
2. Edit Sentences: Correct punctuation and spelling errors in the provided sentences, using commas, ellipses, dashes, and appropriate spelling patterns.
3. Self-Check: Use the editing checklist to review your corrections.
4. Discuss: Share and discuss your corrections with a partner, explaining the changes made.

Vocabulary Context Clues

Materials:

1. Passages with underlined unknown words
2. Dictionaries, glossaries, and thesauruses
3. Context clues worksheet

Directions:

1. Read Passages: Read the passages with underlined unknown words.
2. Determine Meanings: Use context clues, Greek and Latin roots, and reference materials to infer the meanings of the underlined words.
3. Complete Worksheet: Fill out the worksheet with the inferred meanings and confirm them using dictionaries or glossaries.
4. Compare Meanings: Discuss the meanings of the words with a partner and verify their accuracy.

Figures of Speech in Context

Materials:

1. Text excerpts featuring various figures of speech
2. Figures of speech guide
3. Analysis worksheet

Directions:

1. Review Figures of Speech: Study the guide on different figures of speech (e.g., metaphors, similes, idioms).

	2. Analyze Text: Read the text excerpts and identify the figures of speech used. 3. Determine Purpose: Use the worksheet to analyze the meaning and purpose of the figures of speech in context. 4. Present Analysis: Share your analysis with the class, discussing how the figures of speech enhance the text.

Assessments

Formative Assessment List

1. **Textual Evidence Worksheet:** Evaluate students' ability to identify and cite evidence from the text to support their claims.
2. **Theme Identification Chart:** Assess students' understanding of how themes are developed and supported through textual evidence.
3. **Comparison Chart:** Review students' ability to analyze and compare different mediums (e.g., book vs. film) and their effectiveness.
4. **Narrative Techniques Worksheet:** Check students' understanding of how narrative techniques influence character development and plot progression.
5. **Research Notes and Citations:** Assess the quality and credibility of research notes and the accuracy of citations.
6. **Narrative Planning Sheet:** Assess students' ability to establish a clear point of view, context, and sequence in their narrative planning.
7. **Text Structure Analysis Worksheet:** Evaluate students' understanding of how text structure contributes to the overall meaning and effectiveness of the text.
8. **Research Synthesis Worksheet:** Check students' ability to synthesize information from multiple sources and incorporate appropriate quotations.
9. **Figurative Language Identification Sheet:** Review students' ability to identify and analyze figurative language in context.
10. **Discussion Participation:** Observe students' engagement and contribution to discussions, including their ability to reflect, paraphrase, and summarize key ideas.
11. **Media Analysis Worksheet:** Review students' ability to analyze the purpose and impact of different media formats and how effectively they present their findings.
12. **Narrative Technique Analysis:** Evaluate students' understanding of narrative techniques through their completed worksheets and narrative writing.
13. **Presentation Preparation:** Assess students' preparation for presentations, including their use of detailed evidence and clarity of arguments.
14. **Verb Mood and Voice Worksheet:** Evaluate students' ability to correctly identify and analyze verbs in different moods and voices.
15. **Short Story Writing Exercise:** Assess the use of various verb moods and voices in students' writing, including correct punctuation and clarity.
16. **Punctuation and Spelling Practice:** Review students' ability to apply punctuation rules and correct spelling errors.

17. **Vocabulary Context Clues:** Check students' ability to determine and verify the meanings of unknown words using context clues and reference materials.

Summative Assessment List

1. **Analytical Essay:** Write an essay analyzing how a particular literary device or technique contributes to the development of a theme or character in a text.
2. **Comparative Analysis Paper:** Compare and contrast how a scene is depicted in a book versus its film adaptation, evaluating the effectiveness of each medium.
3. **Research Project Presentation:** Present research findings on a chosen topic, demonstrating the ability to gather, analyze, and synthesize information from multiple sources.
4. **Narrative Writing Assignment:** Write a narrative using specific techniques to develop characters, plot, and setting, including a clear theme and coherent structure.
5. **Complete Narrative Essay:** Evaluate the final narrative essay on its ability to establish a clear point of view, use narrative techniques effectively, and provide a logical sequence of events with a strong conflict and resolution.
6. **Text Structure Analysis Paper:** Assess the paper's analysis of how a specific text structure contributes to the overall meaning and effectiveness of the text.
7. **Research Presentation:** Evaluate the quality of research, synthesis of information, and effectiveness of the presentation, including the use of direct and indirect quotations.
8. **Figurative Language Analysis Essay:** Assess students' ability to analyze how figurative language affects the meaning and tone of a literary text.
9. **Book Club Discussion Evaluation:** Assess the quality of student participation in discussions, their ability to connect and reflect on texts, and their summarization of key ideas.
10. **Media Analysis Project:** Evaluate the depth of analysis in students' media presentations, including their assessment of media formats and effectiveness.
11. **Narrative Technique Writing Assignment:** Assess students' narratives based on their use of narrative techniques, coherence, and engagement with the writing prompt.
12. **Presentation Skills Assessment:** Evaluate the effectiveness of students' oral presentations, including their use of evidence, clarity, and engagement with the audience.
13. **Verb Mood and Voice Analysis:** Assess students' overall understanding and ability to analyze verb moods and voices in various texts.
14. **Narrative Writing Assignment:** Evaluate the application of verb moods and voices, punctuation, and spelling in a longer, coherent narrative.
15. **Vocabulary and Context Clues Test:** Measure students' proficiency in determining word meanings, using context clues, and consulting reference materials.
16. **Figures of Speech Analysis:** Assess students' ability to identify and analyze figures of speech and their effects on the text.

Resources

Mentor Texts

Literary Texts

- *Inside Out and Back Again* by Thanhha Lai
- *The Name Jar* by Yangsook Choi
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *American Born Chinese* by Gene Luen Yang
- *The Jumbies* by Tracey Baptiste
- *Esperanza Rising* by Pam Muñoz Ryan
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *When You Trap a Tiger* by Tae Keller
- *The House on Mango Street* by Sandra Cisneros
- *One Crazy Summer* by Rita Williams-Garcia
- *The Crossover* by Kwame Alexander
- *Ghost* by Jason Reynolds
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *The Red Pencil* by Andrea Davis Pinkney

Informational Texts

- *The Breadwinner* by Deborah Ellis
- *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
- *The Story of Ruby Bridges* by Robert Coles
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda

Reading

- [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](#)
- [Connotative/Denotative Video](#)

Writing/Language

- [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](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

Paul	Speaking & Listening • 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 Critical Thinking • 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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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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-Use visuals / Anchor Charts -Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 4: Exploring Perspective: Understanding and Conveying Author’s Purpose

Unit Goal: This unit aims to deepen students' understanding and application of critical reading, writing, speaking, and listening skills by focusing on a range of standards across these areas. Students will learn to cite textual evidence effectively, determine themes and central ideas, and analyze how text structures influence meaning and style. They will develop their ability to convey information clearly and precisely through informative and explanatory writing, while also honing their skills in collaborative discussions and multimedia presentations. Additionally, the unit emphasizes the importance of mastering language conventions to improve communication accuracy. Through engaging activities and assessments, students will enhance their analytical, organizational, and expressive capabilities, preparing them for more complex literacy tasks and real-world applications.
Duration: 9 weeks
Essential Questions:

- What strategies can be used to determine and convey the theme or central idea of a text?
- In what ways does the structure of a text influence its meaning, style, and tone?
- How do authors develop and convey their perspectives or purposes in their writing?
- How can informative/explanatory texts be structured to effectively present and organize information?
- What are the key elements of effective collaborative discussions, and how can they be implemented in various settings?
- How can multimedia and visual elements enhance presentations and strengthen arguments?

Enduring Understandings:

- The theme of a literary text and the central idea of an informational text are conveyed through specific details and require a summary that reflects the text's content without personal judgment.
- The structure of a text significantly affects its meaning, style, and tone, and analyzing different structures helps in understanding how they contribute to the overall impact of the text.
- Authors develop their perspectives and purposes through various techniques, including character perspectives and acknowledgment of conflicting viewpoints, which affect how readers interpret the text.
- Effective informative/explanatory writing involves clear topic introduction, detailed development of ideas, appropriate transitions, precise language, and formal style to convey information clearly and comprehensively.
- Engaging effectively in discussions requires preparation, active participation, and the ability to build on others' ideas while articulating one's own thoughts clearly.
- Integrating multimedia and visual displays into presentations can clarify information, strengthen claims, and make the presentation more engaging and effective.

NJSLS:

Reading

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

Writing

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.IW.8.2.A. Introduce a topic clearly, previewing what is to follow; and 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) when useful to aid in comprehension.

W.IW.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.IW.8.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.IW.8.2.D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic.

W.IW.8.2.E. Establish and maintain a formal/academic style, approach, and form.

W.IW.8.2.F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

Speaking and Listening

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

SL.PE.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.

SL.PE.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

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

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.8.1.D. Recognize and correct inappropriate shifts in verb voice and mood.

L.SS.8.1.E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.SS.8.1.F. Use an ellipsis to indicate an omission.

L.SS.8.1.G. Recognize spelling conventions.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.8.3.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.VL.8.3.B. Analyze the impact of specific word choices on meaning and tone.

Use common, grade-appropriate Greek or Latin

L.VL.8.3.C. affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3.D. 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.VL.8.3.E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. 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.

Companion Standards

9.2 Career Awareness

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.

9.4 Life Literacies and Key Skills

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4 Digital Citizenship

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4 Information/Media Literacy

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4 Technology Literacy

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Social Studies/Science/Other

MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Closely read the text	Textual Evidence Scavenger Hunt

- 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
- 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

Materials:

1. Copies of a selected literary or informational text
2. Highlighters or colored pens
3. Textual Evidence Scavenger Hunt Worksheet

Directions:

1. Distribute the text and worksheet to each student.
2. Instruct students to read the text closely and highlight or underline textual evidence that supports key themes, central ideas, or author's arguments.
3. On the worksheet, students should record the evidence, explain how it supports their analysis, and cite the evidence correctly.
4. After completion, have students discuss their findings in pairs or small groups, sharing and comparing the evidence they found.

Theme Detective

Materials:

1. Copies of a short story or novel excerpt
2. Theme Detective Worksheet
3. Sticky notes

Directions:

1. Give each student a copy of the text and the worksheet.
2. Ask students to read the text and use sticky notes to mark passages that reveal the theme or central idea.
3. Students will complete the worksheet by summarizing the theme, explaining how specific details convey this theme, and providing evidence from the text.
4. Facilitate a class discussion on the different themes identified and how various details support them.

Comparative Text Structure Analysis

Materials:

1. Copies of two texts with different structures (one literary, one informational)
2. Comparative Analysis Chart

Directions:

1. Provide students with copies of both texts and the comparative

- 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
- 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
- Evaluate the effectiveness of the author's choice to use specific word choice
- Provide an analysis of how the structure of a specific paragraph in a text, including the role of particular sentences aids in developing and refining a key concept
- Provide an analysis of how the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic, aids in developing and refining a key concept
- Determine why the author chose a particular structure
- Analyze the impact that the structure choice has on the reader
- Evaluate the effectiveness of the structure an author uses to develop and to refine a key concept

analysis chart.

2. Instruct students to read both texts and fill out the chart, comparing and contrasting their structures.
3. Students should analyze how each text's structure contributes to its meaning, style, and tone.
4. Have students present their analysis to the class, discussing how structural choices impact the reader's understanding.

Author's Perspective Exploration

Materials:

1. Excerpts from texts showing different perspectives (e.g., a fictional narrative and an opinion article)
2. Author's Perspective Worksheet

Directions:

1. Distribute the excerpts and worksheets to students.
2. Students will read the texts and use the worksheet to analyze the author's perspective and purpose.
3. Students should identify how the author conveys their perspective, how different points of view create bias, and how counterarguments are addressed.
4. Have students share their findings in small groups and discuss how the author's choices impact the reader.

Writing Informative Texts

Materials:

1. Writing prompt (e.g., "Describe the impact of technology on education")
2. Graphic organizers
3. Rubric for informative writing

Directions:

1. Provide students with the writing prompt and graphic organizers to plan their response.
2. Students will use the graphic organizers to outline their informative text, including introduction, body, and conclusion.
3. They will then draft their texts, focusing on clarity, organization, and use of relevant information.

- 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
- Determine 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
- 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
- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering difficult text
- Encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life

4. Use the rubric to guide students in peer reviews, providing feedback on their writing.

Multimedia Presentation Integration

Materials:

1. Access to digital presentation tools (e.g., PowerPoint, Google Slides)
2. Example multimedia presentations

Directions:

1. Have students select a topic and create a multimedia presentation that integrates visuals, text, and audio.
2. Students should use multimedia elements to clarify information, support claims, and enhance engagement.
3. After creating their presentations, students will present their work to the class.
4. Provide feedback on the effectiveness of multimedia integration and presentation skills.

Vocabulary in Context

Materials:

1. Excerpts from various texts with challenging vocabulary
2. Vocabulary Analysis Worksheet

Directions:

1. Give students excerpts containing challenging vocabulary words and the vocabulary analysis worksheet.
2. Students will read the text, use context clues and reference materials to determine the meaning of unknown words, and analyze the impact of specific word choices on meaning and tone.
3. Students will complete the worksheet, including definitions, analyses, and examples of how the words affect the text.
4. Facilitate a class discussion on the findings and how vocabulary influences reading comprehension.

Collaborative Discussion and Debate

Materials:

• Encounter the text with minimal clarifications • Discern more from and make fuller use of text • Make an increasing number of connections among ideas and between texts	1. Debate topic related to a current text or issue 2. Discussion Guidelines Sheet Directions: 1. Assign students to groups and provide them with a debate topic related to the text or issue studied. 2. Students will prepare their arguments, using evidence from the text to support their claims. 3. Conduct the debate or discussion, encouraging students to follow the guidelines, pose questions, and respond to opposing viewpoints. 4. After the discussion, students will reflect on the experience and the effectiveness of their arguments.
Writing Skills	Activities
Task type: Socratic Seminars and Debates	
• 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	Genre Exploration Essay Materials: 1. Examples of various writing genres (e.g., expository, narrative, persuasive) 2. Genre Analysis Worksheet 3. Writing tools (paper, pens, or digital devices) Directions: 1. Provide students with examples of different writing genres. 2. Have students complete the Genre Analysis Worksheet, identifying the defining elements of each genre. 3. Students will select one genre to write an essay about, focusing on its characteristics and how it conveys information or tells a story. 4. Review and discuss the essays in class, focusing on genre-specific elements and writing techniques.

- 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
- 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
- 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.
- Use technological resources to enhance writing
- Use technology to broaden research base
- Use evidence found online to support ideas

Research-Based Informative Essay

Materials:

1. Access to research databases and credible sources
2. Research Planning Sheet
3. Informative Essay Outline Template

Directions:

1. Assign a research topic relevant to the students' content area classes.
2. Students will use the Research Planning Sheet to develop research questions, determine keywords, and gather information from multiple sources.
3. Have students use the Informative Essay Outline Template to organize their findings and draft their essay, focusing on a clear introduction, thesis statement, detailed body paragraphs, and a concluding statement.
4. Peer review and edit the essays using a checklist to ensure clarity, organization, and effective use of evidence.

Writing a Thesis Statement Workshop

Materials:

1. Examples of strong and weak thesis statements
2. Thesis Statement Practice Worksheet
3. Writing tools (paper, pens, or digital devices)

Directions:

1. Provide examples of strong and weak thesis statements.
2. Students will use the Thesis Statement Practice Worksheet to revise weak thesis statements and create their own strong thesis statements based on given prompts.
3. Facilitate a discussion on the importance of a clear and specific thesis statement in writing.
4. Students will share their thesis statements with a partner for feedback and revision.

Transitions and Cohesion in Writing

Materials:

- Give and receive feedback using technology
- Seek out authentic publishing opportunities
- 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
- 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
- Identify evidence that supports claims in literary analysis

1. Sentences or paragraphs with missing transitions
2. Transition Word List
3. Cohesion Improvement Worksheet

Directions:

1. Distribute sentences or paragraphs missing transitions and the Transition Word List to students.
2. Students will use the Cohesion Improvement Worksheet to add appropriate transitional words and phrases to improve the flow of ideas.
3. Review the revised sentences/paragraphs as a class, discussing the impact of transitions on writing clarity and coherence.
4. Have students practice adding transitions in their own writing assignments.

Voice and Tone in Writing

Materials:

1. Examples of texts with different tones and voices
2. Voice and Tone Analysis Worksheet
3. Writing tools (paper, pens, or digital devices)

Directions:

1. Provide students with examples of texts showcasing different voices and tones.
2. Students will use the Voice and Tone Analysis Worksheet to analyze how voice and tone are developed and their effect on the reader.
3. Have students write their own paragraphs or short essays in different tones of voices based on prompts.
4. Share and discuss the written pieces in pairs or small groups, focusing on how tone and voice are used.

Technology-Enhanced Research Project

Materials:

1. Access to computers or tablets
2. Research Project Guidelines
3. MLA Citation Guide

Directions:

- 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
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- Produce written reflections
- Explain stylistic choices made while writing

1. Assign a research project that requires students to use online resources.
2. Students will follow the Research Project Guidelines to gather information, evaluate sources for credibility, and synthesize information from multiple texts.
3. They will use the MLA Citation Guide to cite their sources correctly.
4. Students will present their research findings using multimedia tools and receive feedback from peers.

Peer Review and Revision

Materials:

1. Drafts of student essays
2. Peer Review Checklist
3. Revision Guidelines

Directions:

1. Have students exchange drafts of their essays with a peer.
2. Students will use the Peer Review Checklist to provide constructive feedback on their peer's writing, focusing on organization, clarity, and use of evidence.
3. Using the Revision Guidelines, students will revise their drafts based on peer feedback.
4. Facilitate a class discussion on common revision strategies and improvements.

Plagiarism Awareness Workshop

Materials:

1. Examples of plagiarism and correct citation practices
2. Plagiarism Detection Worksheet
3. Writing tools (paper, pens, or digital devices)

Directions:

1. Present examples of plagiarism and discuss how to avoid it by correctly citing sources.
2. Students will use the Plagiarism Detection Worksheet to identify instances of plagiarism and practice proper citation.
3. Have students write a short research paper or report using their

	own ideas and properly cited sources. 4. Review the papers to ensure correct citation and discuss the importance of originality in writing.
Speaking and Listening Skills	Activities
Task type: Socratic Seminars and Debates	
• 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 • Determine the purpose for presenting information in different media and formats	Text-Based Discussion Preparation Materials: 1. Copies of a selected text (short story, article, or chapter) 2. Discussion Preparation Worksheet 3. Writing tools (paper, pens, or digital devices) Directions: 1. Assign a text for students to read prior to the discussion. 2. Distribute the Discussion Preparation Worksheet, which includes sections for noting key themes, important details, and personal reactions. 3. Students will complete the worksheet, using their previous knowledge to expand their understanding of the text. 4. Facilitate a structured discussion where students use their notes to contribute thoughtfully, respond to peers, and reflect on the conversation. Role-Playing Discussion Roles Materials: 1. Discussion Roles Handout 2. Copies of a selected text 3. Writing tools (paper, pens, or digital devices) Directions: 1. Assign roles for a discussion (e.g., summarizer, questioner, responder, reflector) using the Discussion Roles Handout. 2. Distribute copies of a selected text and have students prepare for

- Interpret the presenter's purpose in conveying the information using particular media and formats
- Analyze the impact that the use of particular media and formats has on the audience
- Evaluate the effectiveness of the presenter's media and format choices
- Incorporate multimedia and visual displays into presentations
- Analyze the impact that these multimedia and visual displays will have on the reader
- Orally present information, using appropriate speech, in a variety of situations

the discussion according to their assigned roles.

3. Conduct the discussion, ensuring that each student fulfills their role and contributes effectively.
4. After the discussion, have students reflect on their roles and how they impacted the conversation.

Analyzing Media and Format

Materials:

1. Examples of various media formats (videos, infographics, articles)
2. Media Analysis Worksheet
3. Writing tools (paper, pens, or digital devices)

Directions:

1. Provide students with examples of different media formats presenting the same information.
2. Have students use the Media Analysis Worksheet to interpret the presenter's purpose, evaluate the effectiveness of the media and format, and analyze the impact on the audience.
3. Discuss as a class how different media and formats affect the presentation and reception of information.

Creating a Multimedia Presentation

Materials:

1. Access to presentation software (e.g., Google Slides, PowerPoint)
2. Guidelines for Multimedia Presentation
3. Writing tools (paper, pens, or digital devices)

Directions:

1. Assign a topic for students to research and present using multimedia tools.
2. Provide the Multimedia Presentation Guidelines, which include requirements for incorporating visual displays and multimedia elements.
3. Students will create their presentations, focusing on integrating multimedia elements effectively to enhance their message.
4. Have students present their work to the class, and evaluate the

	effectiveness of their use of multimedia and visual displays. Reflective Writing on Discussions Materials: 1. Reflection Prompts 2. Writing tools (paper, pens, or digital devices) Directions: 1. After participating in a discussion, provide students with Reflection Prompts to guide their writing. 2. Students will write a reflection summarizing the ideas expressed in the discussion, their own contributions, and their thoughts on the effectiveness of the conversation. 3. Share reflections in small groups or pairs, focusing on how discussions can be improved and what was learned.
Language Skills	Activities
• Identify verbs in reading and writing pieces • Recognize and correct inappropriate shifts in verb voice and mood • Apply common rules and patterns to spell words correctly • 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 • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to	Verb Identification and Correction Materials: • Excerpt from a short story or article • Verb Identification Worksheet • Writing tools (paper, pens, or digital devices) Directions: 1. Distribute an excerpt from a short story or article to students. 2. Provide the Verb Identification Worksheet, which includes sections for identifying verbs and correcting shifts in verb voice and mood. 3. Students will read the excerpt, identify all verbs, and mark any inappropriate shifts in verb voice and mood. 4. Have students revise the excerpt to correct any identified issues and discuss their corrections in pairs or small groups. Word Meaning and Structure Materials:

define new words

- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- 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
- Consult reference materials that are both printed and digital
- 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

- List of words with prefixes, suffixes, and root words
- Word Meaning and Structure Worksheet
- Dictionaries, glossaries, and/or thesauruses (printed and digital)

Directions:

1. Distribute a list of words containing prefixes, suffixes, and root words.
2. Provide the Word Meaning and Structure Worksheet, which includes tasks for separating base words from prefixes/suffixes, defining words using known prefixes/suffixes, and identifying root words.
3. Students will use context clues, structural clues, and reference materials to complete the worksheet.
4. Review answers as a class, discussing how prefixes, suffixes, and root words contribute to word meaning.

Context Clues and Root Words Activity

Materials:

1. Sentences with unknown words
2. Context Clues and Root Words Worksheet
3. Dictionaries, glossaries, and/or thesauruses (printed and digital)

Directions:

1. Provide students with sentences containing unknown words.
2. Distribute the Context Clues and Root Words Worksheet, which includes tasks for using context clues, understanding Greek and Latin roots, and determining word meanings.
3. Students will use the worksheet to analyze each sentence, determine the meaning of the unknown words, and verify their meanings using reference materials.
4. Discuss the strategies used to determine word meanings and the importance of roots and context clues.

Vocabulary in Context

Materials:

1. Excerpt from a novel or informational text
2. Vocabulary in Context Worksheet
3. Writing tools (paper, pens, or digital devices)

	Directions: 1. Distribute an excerpt from a novel or informational text with several vocabulary words highlighted. 2. Provide the Vocabulary in Context Worksheet, which includes tasks for identifying vocabulary words, determining their meanings using context, and applying the words in new sentences. 3. Students will complete the worksheet by interpreting the vocabulary words and using them in their own writing. 4. Share and discuss their new sentences as a class to reinforce understanding.
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Assessments
Formative Assessments 1. Textual Evidence Scavenger Hunt Worksheet: Evaluates students' ability to identify and cite textual evidence. 2. Theme Detective Worksheet: Assesses students' understanding of themes and their ability to support their analysis with evidence. 3. Comparative Analysis Chart: Checks students' ability to compare and contrast text structures and their impacts. 4. Author's Perspective Worksheet: Measures students' understanding of author's perspectives and purposes. 5. Informative Writing Draft: Reviews clarity, organization, and use of evidence in informative writing. 6. Vocabulary Analysis Worksheet: Tests students' ability to determine word meanings and analyze their impact on the text. 7. Discussion Preparation Worksheet: Assesses students' understanding of the text and their preparation for discussion. 8. Discussion Roles Handout: Evaluates students' ability to assume and perform specific discussion roles. 9. Media Analysis Worksheet: Measures students' skills in interpreting and evaluating the impact of media formats. 10. Reflection Prompts: Checks students' ability to summarize, reflect, and evaluate discussions. 11. Verb Identification Worksheet: Assesses students' ability to identify and correct verb voice and mood shifts in reading and writing. 12. Word Meaning and Structure Worksheet: Evaluates students' understanding of prefixes, suffixes, and root words in determining word meanings. 13. Context Clues and Root Words Worksheet: Measures students' skills in using context clues and root words to define unknown words. 14. Vocabulary in Context Worksheet: Checks students' ability to use context to determine and apply vocabulary meanings. 15. Summative Assessments

1. **Textual Analysis Essay:** A comprehensive essay analyzing textual evidence, themes, and author's perspective across multiple texts.
2. **Comparative Text Structure Project:** A detailed project comparing and contrasting the structures of different texts, including a written report and presentation.
3. **Informative Text Assignment:** A final, polished informative text demonstrating clear organization, relevant details, and effective use of transitions and vocabulary.
4. **Multimedia Presentation:** An evaluated presentation incorporating multimedia elements to support and clarify information on a selected topic.
5. **Debate Reflection Paper:** A reflective paper on the debate or discussion, analyzing the effectiveness of arguments and use of evidence.
6. **Multimedia Presentation:** A comprehensive project demonstrating effective use of multimedia elements, clear presentation of information, and audience engagement.
7. **Final Discussion Performance:** Assessment of students' participation in structured discussions, including their ability to contribute relevantly, respond to peers, and fulfill assigned roles.
8. **Media and Format Analysis Report:** A detailed analysis of the effectiveness of various media formats, including interpretation of purpose and impact on the audience.
9. **Discussion Reflection Paper:** A reflective essay evaluating students' performance in discussions, their understanding of the topics discussed, and their personal growth in discussion skills.
10. **Verb Usage Essay:** A writing assignment where students must demonstrate correct verb usage, including appropriate voice and mood shifts.
11. **Word Structure Quiz:** A quiz assessing students' knowledge of prefixes, suffixes, and root words, including their ability to define and use new words.
12. **Vocabulary Context Test:** A test where students must use context clues to define unknown words and apply them in sentences.
13. **Vocabulary and Reference Materials Report:** A report evaluating students' ability to use dictionaries, glossaries, and thesauruses to find word meanings and pronunciations.

Resources

Mentor Texts

Literary Texts

- *Inside Out and Back Again* by Thanhha Lai
- *The Name Jar* by Yangsook Choi

Reading

- [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](#)

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *American Born Chinese* by Gene Luen Yang
- *The Jumbies* by Tracey Baptiste
- *Esperanza Rising* by Pam Muñoz Ryan
- *Lalani of the Distant Sea* by Erin Entrada Kelly
- *When You Trap a Tiger* by Tae Keller
- *The House on Mango Street* by Sandra Cisneros
- *One Crazy Summer* by Rita Williams-Garcia
- *The Crossover* by Kwame Alexander
- *Ghost* by Jason Reynolds
- *Sal and Gabi Break the Universe* by Carlos Hernandez
- *The Red Pencil* by Andrea Davis Pinkney

Informational Texts

- *The Breadwinner* by Deborah Ellis
- *Hidden Figures: The True Story of Four Black Women and the Space Race* by Margot Lee Shetterly
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai
- *The Story of Ruby Bridges* by Robert Coles
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul

- [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](#)
- [Connotative/Denotative Video](#)

Writing/Language

- [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](#)
- [Purdue Owl Literary Analysis](#)
- [Edutopia Teaching Literary Analysis](#)
- [Purdue OWL Writing Lab](#)
- [Grammar](#)
- [Narrative Essay Writing](#)

Speaking & Listening

- [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](#)

Critical Thinking

- [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](#)

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

-Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts
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Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts. <https://www.nj.gov/education/standards/ela/Index.shtml>