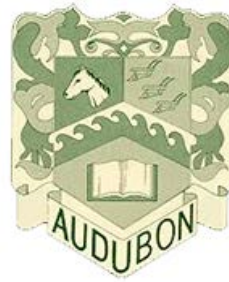


Audubon Public Schools



Grade 8: English Language Arts

Curriculum Guide

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Grade 8: English Language Arts

Course Description

Skills necessary for success in high school will be emphasized in the eighth grade program. Study techniques will be reviewed and revisited throughout the year to provide the tools required for successful application of the reading, writing and literary skills attained thus far. There is an introduction to the revising/editing process, conferencing and the writing genres instructed in high school. Emphasis on vocabulary enhancement and grammar skills will be ongoing. Reading comprehension will be instructed through short and long term reading assignments. Students may be required to read a book or article of their choice. Selections will represent both fiction and nonfiction. Students will learn a variety of strategies to help them improve reading comprehension and to ensure their success as readers of multi-genre literature in high school. Although the curriculum will be similar to the honors course, particular attention will be given to strengthening skills students will need for English courses they will be required to take in grades 9-11, and for continuing their education beyond high school. This preparation will include timed reading and writing.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1	Focus standards (Objectives)	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.10	RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.10	W.8.3 (narratives) W.8.4 W.8.5 W.8.6 W.8.10	SL.8.1	L.8.2(grammar) L.8.4 (vocab) L.8.6 (vocab)
	Ancillary standards (Review)					
Unit 2	Focus standards (Objectives)	RL.8.6 RL.8.7	RI.8.5	W.8.2(expository)	SL.8.4(socratic)	L.8.5(vocab)
	Ancillary standards (Review)	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.10	RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.10	W.8.2 (explanatory) W.8.3 (narratives) W.8.4 W.8.5 W.8.6 W.8.10	SL.8.1	L.8.2(grammar) L.8.5 L.8.4 (vocab) L.8.6 (vocab)
Unit 3	Focus standards (Objectives)	RL.8.5 RL.8.7	RI.8.6	W.8.7(research) W.8.8(research)	SL.8.3 SL.8.6 (speech)	No new standards
	Ancillary standards (Review)	RL.8.1 RL.8.2 RL.8.3 RL.8.4	RI.8.1 RI.8.2 RI.8.3 RI.8.4	W.8.2 (explanatory) W.8.3 (narratives) W.8.4 W.8.5	SL.8.1 SL.8.4(socratic)	L.8.1(grammar) L.8.2(grammar) L.8.5 L.8.4 (vocab)

		RL.8.10	RI.8.5 RI.8.10	W.8.6 W.8.10		L.8.6 (vocab)
Unit 4	Focus standards (Objectives)	RL.8.6	RI.8.9 (honors) (no new standards)	W.8.1 (argument/honors) W.8.9	SL.8.2	RL.8.1 (verbs)
	Ancillary standards (Review)	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.10	RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.10	W.8.2 (explanatory) W.8.3 (narratives) W.8.4 W.8.5 W.8.6 W.8.10	SL.8.1 SL.8.4	L.8.1(grammar) L.8.2(grammar) L.8.5 L.8.4 (vocab) L.8.6 (vocab)

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

<p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RL.8.3:</p> <ul style="list-style-type: none"> ● Determine how specific events or dialogue significantly impact the development of a story ● Determine critical turning points of the plot, analyzing choices made by characters, or examining external and internal conflicts -- all of which build the momentum of the story ● Explain the cause/effect result of specific lines or incidents in relation to the story's plot or development ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, provoke a decision, and/or reveal aspects of a character ● Explain why the author chose to include the dialogue or incidents ● Analyze the impact of the dialogue or incidents on the reader ● Evaluate the author's effectiveness in using particular lines of dialogue or incidents to propel the action, reveal aspects of a character, or provoke a decision <hr/> <p>RI.8.3:</p> <ul style="list-style-type: none"> ● Use a note taking structure to track key individuals, events, and/or ideas in informational texts ● Understand how different text structures present and link information. ● Reflect on how the writer's choice of structure relates to the overall central idea or purpose ● Generalize how specific genres of informational texts tend to rely on particular structures to determine relationships between individuals, ideas, or events ● Analyze a writer's style and presentation to determine the relationship between individuals, ideas, or events ● Analyze why the author chose to make connections and distinctions between particular individuals, ideas, or events ● Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader
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		<ul style="list-style-type: none"> Analyze the effectiveness of the connections and distinctions between ideas, individuals, and events in communicating the author’s central idea
<p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) Provide an analysis of the impact of specific word choice on meaning and/or tone Identify analogies and allusions Analyze why the author chose to include specific word choice, including analogies or allusions Analyze how specific word choice, including analogies and allusions, impacts the reader Evaluate the effectiveness of the author’s choice to use specific word choice
<p>RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.</p>	<p>RI.8.10. By the end of the year read and comprehend literary nonfiction</p>	<ul style="list-style-type: none"> 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 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
Focus Standards: Writing		Critical Knowledge and Skills
<p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>		<ul style="list-style-type: none"> 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

<p>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.</p> <p>W.8.3.B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● 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 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
<p>W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● Identify defining characteristics of a variety of writing tasks ● Utilize strategies to unpack a writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice ● Create a tone that is appropriate for one’s audience
<p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>	<ul style="list-style-type: none"> ● Revise and edit intentionally to improve writing ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
<p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use technological resources to enhance writing ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities

<p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Produce written reflections ● Explain stylistic choices made while writing
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1.C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1.D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<ul style="list-style-type: none"> ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
<p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> ● Apply common rules and patterns to spell words correctly

<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● 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 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
<p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
<p>Formative Assessments Unit 1</p>	<p>Summative Assessments Unit 1</p>
<ul style="list-style-type: none"> ● Worksheets on elements of fiction/worksheets on dialogue/sensory imagery/figurative language/point of view/description/transitions/sample narratives analyzed ● Grammar exercises/IXL/independent practice(parts of speech/sentence fragments) ● Vocabulary exercises 	<ul style="list-style-type: none"> ● Students will write a narrative essay (Levels I and II) ● Students will take a quiz on grammar/vocabulary ● Students will write expository paragraphs ● Honors students will write an expository character analysis ● Honors students' summer reading journals ● Students will create "theme" posters ● Socratic Seminar for honors

<ul style="list-style-type: none"> ● Warm Up documents done daily ● Rough drafts ● conferencing ● outlining ● MAP Growth 	
Suggested Primary Resources Unit 1	Suggested Supplemental Resources Unit 1
<ul style="list-style-type: none"> ● Summer read for Levels I and II : <u>Among the Hidden</u> ● Independent summer read for the honors (Anne of Green Gables, Little Women, The Adventures of Tom Sawyer, Treasure Island, Kidnapped) ● Vocabulary Power Plus Level 8 ● IXL for grammar/grammar worksheets/Warriner’s grammar book 	<ul style="list-style-type: none"> ● The fable “The Clever Kid Goat” video ● Informational article on China/One Child Policy ● Scope short stories “People Call Me Crazy,” “Freddie in the Shade” “The Space Rock” and others ● Excerpts from “Little Women” and “Adventures of Tom Sawyer” ● Short story “Through the Tunnel” (Orange 9th grade literature book) ● Aesop’s fable worksheet for theme analysis ● Honors students’ summer reading journals as a source for their essay
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. 	
Enduring Understanding Unit 1	Essential Questions Unit 1
<ul style="list-style-type: none"> ● Theme and main idea are the messages a writer wants to convey to her or his audience. ● Students will understand parts of speech and how to use them ● Students will understand the difference between a sentence and a fragment ● Students will understand how to write a narrative effectively using narrative techniques ● Students will understand how figurative language enhances an author’s expression and purpose 	<ul style="list-style-type: none"> ● How do readers determine theme or main idea? ● What type of punctuation is needed to create dialogue? ● What is a simile and why are they used? ● What techniques are needed to write a narrative? ● What structures can be used to write a character analysis? ● What literature can act as a model for the writer’s own narrative writing?

<ul style="list-style-type: none"> ● Students will understand how dialogue reveals personality ● Students will understand how transitions progress the plot ● Students will understand how to create a claim/thesis ● Students will identify similar themes and main ideas in texts ● Students will understand how sensory images enhance storytelling ● Students will use feedback from teacher to improve writing. 	
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Subject: ELA	Grade: 8	Unit: 2	Time Frame: 2nd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices 	

<p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p>		<ul style="list-style-type: none"> ● 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 ● 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
	<p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p>	<ul style="list-style-type: none"> ● Compare and contrast the structure of two or more texts ● Provide an analysis of how the differing structure of each text contributes to its meaning and style ● Analyze why each author chose their particular structure to contribute to the meaning and style of the text ● Analyze the impact that the structure choice has on the reader ● Make a judgment about which text structure more effectively contributes to the meaning and style of the text
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> ● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes ● Write an introduction that clearly outlines ideas to follow ● Organize ideas and information using text structures and text features ● Write a thesis statement ● Select facts, definitions, concrete details, quotations, or other information and examples ● Use transitional words and phrases ● Choose specific vocabulary and language ● Develop and use a consistent style, approach and form for the task ● Write a conclusion to close the ideas in the text 	

<p>W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.2.E. Establish and maintain a formal style.</p> <p>W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Create language that is appropriate to one's audience and a formal tone
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● Present information using sound, detailed, and relevant evidence in a coherent manner ● Use appropriate eye contact, adequate volume, and clear pronunciation
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● 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 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

Ancillary Standards Unit 2 Marking Period 2	
None in Unit.	

Formative Assessments Unit 2	Summative Assessments Unit 2
<ul style="list-style-type: none"> ● outlines/paragraphs building up to an essay ● question/worksheets by chapter on <i>The Giver</i> ● vocabulary exercises ● grammar exercises/IXL/simple/compound sentences/conjunctions/semicolons (honors) ● warm up documents daily ● conferencing while writing essays ● outlining 	<ul style="list-style-type: none"> ● Honors will write a narrative this quarter ● Honors will write an expository essay on mood ● Levels I and II will write expository paragraphs and essays (one being a character analysis on Jonas from <i>The Giver</i>) ● Vocabulary quizzes ● Grammar quizzes
Suggested Primary Resources Unit 2	Suggested Supplemental Resources Unit 2
<ul style="list-style-type: none"> ● Vocabulary Power Plus Level 8 ● IXL for grammar/grammar worksheets/Warriner’s grammar book ● Question worksheets on each chapter of <i>The Giver</i> ● <u><i>The Giver</i></u> 	<ul style="list-style-type: none"> ● Model essays ● Informational articles on privacy from Text and Lessons (Daniels/Steineke) ● The movie <u><i>The Giver</i></u>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Close reading/analysis ● Informational writing in social studies using similar structures. 	
Enduring Understanding Unit 2	Essential Questions Unit 2
<ul style="list-style-type: none"> ● Theme and main idea are the messages a writer wants to convey to her or his audience. ● Vocabulary creates mood ● Setting influences plot ● Students understand that they need a clear thesis ● Students understand that they need to cite textual evidence to strongly support his or her analysis ● Students understand the components needed for an introduction ● Students understand the components needed for a support paragraph ● Students understand the use of appropriate and varied transitions ● Students understand the components needed for a conclusion ● Students will determine a theme or central idea of a text and analyze its development over the course of the text 	<ul style="list-style-type: none"> ● How do readers determine theme or main idea? ● What vocabulary words does an author choose? Why? ● Why is the setting important to a story? ● What is connotation? Why is it important to storytelling? ● How does one structure a prose constructed response? ● What is a universal theme? How does a writer connect a literary theme to the world? ● How can writers reflect and self-correct writing through the revision process? ● How can outlining create direction and organization?

Subject: ELA Unit 3	Grade: 8	Unit: 3	Time Frame: 3rd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
<p>RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>		<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices 	
<p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>		<ul style="list-style-type: none"> ● 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 ● 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 	

<p>RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.</p>		<ul style="list-style-type: none"> ● 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 ● 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
	<p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<ul style="list-style-type: none"> ● Provide a statement of an author's point of view and author's purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author's point of view or purpose choices on the reader ● Evaluate the effectiveness of the author's point of view or purpose choices
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>		<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically.

	<ul style="list-style-type: none"> ● Choose appropriate reasoning and evidence to support claims
W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	<ul style="list-style-type: none"> ● Explore inquiry topics through short research projects ● Compose student-generated questions focused around areas of interest or content studies ● Research and synthesize information from several sources ● Develop research questions
W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<ul style="list-style-type: none"> ● Use search terms effectively ● 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
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<ul style="list-style-type: none"> ● Incorporate multimedia and visual displays into presentations ● Analyze the impact that these multimedia and visual displays will have on the reader
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Orally present information, using appropriate speech, in a variety of situations
<p>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.8.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.8.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Use a combination of context clues, structural clues, and the word's position and function in a sentence to determine the meaning of unknown words or phrases ● 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 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

Formative Assessments Unit 3	Summative Assessments Unit 3
<ul style="list-style-type: none"> ● outlines/paragraphs building up to an essay ● creating claims for expository and research paper ● biographies/speeches by Civil Rights leaders ● reading poetry/poetry glossary terms ● vocabulary exercises ● grammar exercises/IXL/simple/compound sentences/conjunctions ● warm up documents daily ● conferencing while writing essays 	<ul style="list-style-type: none"> ● explanatory essays - Civil Rights biographies/speeches ● short research paper on Civil Rights person ● explanatory essay - compare/contrast Zlata vs. Anne ● vocabulary quizzes ● grammar quizzes ● Poetry analysis project ● speech given “I Have a Dream” ● narrative essays will be written in preparation for the Parcc

Suggested Primary Resources Unit 3	Suggested Supplemental Resources Unit 3
<ul style="list-style-type: none"> ● Vocabulary Power Plus Level 8 ● IXL for grammar/grammar worksheets/Warriner’s grammar book ● King’s “I Have a Dream” and JFK’s Civil Rights speeches ● Journals: Zlata Phillipovic vs. Anne Frank vs. Monica Sone ● Myth: Pandora’s Box vs. informational article on curiosity ● Selected poems online/glossary of poetic terms ● PARCC site with sample tasks 	<ul style="list-style-type: none"> ● Model essays ● Various articles on various Civil Rights leaders (Anthony, Stanton, Truth, Douglass, Owens, Robinson) ● Video of MLK’s speech “I Have a Dream” ● Historical documents studied in Social Studies as a cross-curricular exercise ● Scientific documents studied in Science class as a cross-curricular exercise ● Video on Jim Crow Laws/Civil Rights ● Article on students being allowed into University of Alabama ● Scope article on Pandora’s Box ● Various poems/songs that are popular ● Various sample PARCC articles (fables, informational) for practice
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Biographies on famous leaders/civil rights leaders included 	

Enduring Understanding Unit 3	Essential Questions Unit 3
<ul style="list-style-type: none"> ● Writing can assist in civil rights acquisition ● Persuasive writing techniques can be powerful and influence the reader ● Literature reflects real life ● Fiction and non-fiction can be used to change history ● Fiction and nonfiction can have a similar impact and carry similar themes and main ideas ● Poetry can express similar themes as prose ● Different genres of writing can express the same ideas 	<ul style="list-style-type: none"> ● What was the Civil Rights Movement? For what were people fighting? ● How is this movement similar to the plots and themes in <i>Among the Hidden</i> and <i>The Giver</i>? ● What techniques do MLK, JFK and the like use to enact change? ● How is a speech different from an essay or novel? ● How is an informational article different from fiction? ● How do you identify the main idea of a nonfiction article? ● How does the Declaration of Independence influence the Civil Rights movement? How is it used in modern literature? (cross curricular exercise) ● What techniques are used in poetry to express ideas? ● Are these same techniques used in contemporary music? ● Why are journals powerful? What is learned by reading personal journals?

Subject: ELA Unit 4	Grade: 8	Unit: 4	Time Frame: 4th Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		<ul style="list-style-type: none"> ● Provide a statement of an author’s point of view and author’s purpose in a fiction and nonfiction text ● Determine how one or more differences in the points of view can create bias in fiction and nonfiction text ● Explain how the author acknowledges and responds to counterarguments ● Analyze how the author uses literary devices to develop effects such as suspense or humor ● Analyze the impact of the author’s point of view or purpose choices on the reader ● Evaluate the effectiveness of the author’s point of view or purpose choices 	

	<p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<ul style="list-style-type: none"> ● Cite instances of disagreement and analyze the basis for discrepancies in information found in two or more texts ● Analyze how details relate to the writer’s overall message ● Assess the credibility of the source of supporting details ● Participate in seminars and debates, as well as reflections ● Determine why the author(s) provided conflicting information or disagreed on matters of fact or interpretation
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1.A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> ● Write arguments to support claims with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Discern claims from opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion
<p>W.8.9 (Choice). Apply <i>grade 8 Reading standards</i> to analyze and comment on fiction or nonfiction (such as themes, patterns, evaluation of arguments and claims and relevance or irrelevance of evidence).</p> <p>W.8.9.A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious</p>		<ul style="list-style-type: none"> ● Identify evidence that supports claims in literary analysis ● Incorporate textual evidence into written pieces ● Logically connect evidence to claims in writing ● Analyze author’s use of style and structure ● Identify and analyze allusions ● Select direct and indirect quotations that relate to the topic as evidence

<p>works such as the Bible, including describing how the material is rendered new").</p> <p>W.8.9.B. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</p>	
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<ul style="list-style-type: none"> ● 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
<p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● Identify a variety of verb voices and moods in reading

Ancillary Standards Unit 4 Marking Period 4

None in Unit	
Formative Assessments in unit 4	Summative Assessments in unit 4
<ul style="list-style-type: none"> ● outlines/rough drafts ● quizzes on Frank diary entries ● vocabulary exercises ● grammar exercises/IXL/simple/compound sentences/conjunctions ● warm up documents daily ● conferencing while writing essays ● chart comparing pieces of literature read throughout the year 	<ul style="list-style-type: none"> ● Expository essays ● Vocabulary quizzes ● Grammar quizzes ● Journal entry ● Socratic Seminar ● Timeline of WWII or Anne’s Life
Suggested Primary Resources in unit 4	Suggested Supplemental Resources in unit 4
<ul style="list-style-type: none"> ● Vocabulary Power Plus Level 8 ● IXL for grammar/grammar worksheets/Warriner’s grammar book ● <u>Anne Frank: The Diary of a Young Girl</u> ● Informational article on World War II 	<ul style="list-style-type: none"> ● Powerpoint on Hitler/WWII ● Map of Europe (students fill in) ● Anne Frank Museum website - virtual tour of the annexe ● Model essays ● Notes on genocide, holocaust, anti-semitism ● “Invictus” poem ● Show: Interview with Otto Frank, Video “One Survivor Remembers,” The Diary of Anne Frank, “Anne Frank Remembered” ● “Terrible Things” allegory ● “Camp Harmony” Monica Sone ● “A Tragedy Revealed: A Heroine’s Last Days” (lit book) ● “On the Divine” by Goethe
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Primary sources serve many purposes including recording history ● Students will understand the significance of Anne’s diary ● Students will understand that dramatic irony adds to suspense ● Students will compare and contrast the diary and the movie and identify similarities and differences. ● Students will imitate the style of the author to write a journal entry ● Students will compare the Holocaust to the Civil Rights Movement 	<ul style="list-style-type: none"> ● Who initiated World War II? Who is affected? ● What is tolerance or intolerance? ● How does Anne’s diary reflect history? ● How does Anne’s diary reflect personal viewpoint? ● What is irony? Dramatic irony? ● How can journals record history? ● How does Anne represent a spokesperson for intolerance? ● Should people stand up for their rights and beliefs?

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| <ul style="list-style-type: none">● Students will understand the themes present in the diary which are similar to the fiction read this year● Students will understand the value of personal writing | |
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Appendix A: Previous Curriculum Documents

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Annette Hart stein, Lisa McGilloway, Beth Canzanese Revised by: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing –Opinion Grade Level: 5

<p>Content Statements</p> <p>In this unit opinion writing skills will be developed. The craft of opinion writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different persuasive or opinion formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>W.5.1,4-6,10 L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own opinion writing? How can I craft my own opinion writing based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I express my opinions in writing?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>

Unit Essential Questions

How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:

- Use a writer's notebook?
- Collect ideas? Know steps of writing process?
- Use rubrics and graphic organizers to guide writing?
- Write for a sustained period?
- Reflect on my own writing?
- Conference with my peers and teachers?
- Use touchstone and mentor texts?
- Revise and edit pieces to make them more effective?
- Develop a sense of voice in my own writing?

How can I make decisions about mechanics to make me a more effective writers such as:

- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- How can I use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

Unit Enduring Understandings

I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.

I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.

I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.

I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

I can use rhetoric to inform, present my opinion, and motivate the listener or reader.

I can effectively express my opinions in writing by:

- introducing a topic or text, clearly
 - organizing my ideas into logical groupings
 - providing logically ordered reasons, using words, phrases and clauses
 - link opinions and reasons using words, phrases and clauses
- providing a strong concluding statement or section that is related to the topic

<p>How can I write an opinion piece? ?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help organize my ideas for opinion writing? ● How can I write about my opinion in a commentary, essay, or letter? ● What techniques do opinion writers use to convince their readers? How can I use them? ● How can I use ads to help me understand how to write an opinion piece? ● How can I choose strong word choices to affect my readers? ● How do writers support arguments or opinions with details and reasons? How can I do this? ● How can I use statistics to present my opinion? ● How can I logically organize details to provide reasons for my opinions? ● How can I use sensory images to add to the opinion e aspect of my writing? ● What types of openings and conclusion do writers of opinion text employ? How can I use them? ● How can descriptive words and techniques such as ‘snapshots’ and ‘thoughtshots’ be used in my opinion writing? ● How can literary elements such as similes and metaphors be used in my opinion writing to make it more descriptive? ● What decisions can be made about vocabulary to make the writing better? ● How can I use the author’s direct words to help prove my point? 	
<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft opinion pieces through a wide variety of reading experiences. This analysis and understanding can be used to provide a model for writing opinion pieces in many formats. Additionally students need to develop an appreciation for the power of opinion writing in their everyday lives through real world examples.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of persuasive or opinion texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. Openings for opinion pieces will be emphasized in order to develop a repertoire for use.</p>

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Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor texts with persuasive or opinion elements
 Whole group, small group, and individual analysis of touchstone persuasive or opinion texts
 Writer’s Notebook – collecting ideas
 Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio
 Cross curricular projects: (science, social studies)
 Soc. Studies – opinion pieces related to curriculum concepts; suggested: American Revolution, 13 Colonies, Westward Movement
 Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment
 Whole Group: watch and read famous speeches, identify evidence, opinion and rhetoric styles; Independently, using a printed text of the same speech, highlight evidence, opinion and rhetoric techniques with different colors
 Present an opinion orally (debate)

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Annette Hartstein, Lisa McGilloway, Beth Canzanese Revised by: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 5

<p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and</p>	<p>NJSLS:</p> <p>W.5.3.4-6,10 L.5.1-6 SL.5.1-6</p>
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<p>purposes. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I develop real or imagined experiences?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas and topics ● Know steps of writing process? ● Use rubrics and graphic organizers to guide writing? ● Write for a sustained period? ● Reflect on my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts? ● Revise and edit pieces to make them more effective? ● Develop a sense of voice in my own writing? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p>

How can I make decisions about mechanics to make me a more effective writer such as:

- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?
- Use Greek/Latin root words

What skills can I use to create narrative writing?

- How can I use graphic organizers that help organize narrative story elements?
- How can my personal experiences be part of a narrative piece?
- How can I write narratives in the 1st person? 3rd person?
- How can I use the ‘show don’t tell’ technique to make my narrative writing richer and more descriptive?
- How can I use the technique of “adding on” to add detail to my writing?
- How can I use the ‘magic of three’ technique to develop the plot of a narrative piece?
- How can ‘snapshots’ and ‘thoughtshots’ be used to add detail to my writing?

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

I can write about real or imagined experiences by:

- orienting the reader with a situation, narrator and character
- organizing an event sequence that unfolds naturally
- using dialogue, description and pacing
- using transition words and phrases
- using concrete words, phrases and sensory details
- providing a conclusion that follows from the experiences or events

<ul style="list-style-type: none"> • How can I use vivid verbs, adjectives, and adverbs to make my writing more detailed? • What strategies can I use to create openings which ‘hook’ the reader? To create closings? • How can I incorporate sensory images into my writing? • How can I create realistic characters with character traits? • How can I use literary elements such as similes and metaphors be used to make my writing more descriptive? • What decisions can I make about word choice and vocabulary to make my writing better? 	
<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in this genre. The connection between narrative writing and the speculative writing required by standardized testing will be emphasized for the student.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with narrative elements Create anchor charts together Graphic organizers Narrative writing in the content areas Whole group, small group, and individual analysis of touchstone narrative texts Writer’s Notebook Interactive websites for narrative texts (publishing /creating) Use of Google docs/slides Use digital tools to publish a piece of writing ePortfolio Journal entries, diaries, point of view activities Sensory image writing Suspense writing using transition words Analyze literary text and cite evidence from the text to support the analysis or reflection.</p>	

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Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Annette Hartstein, Lisa McGilloway, Beth Canzanese Revised: Kristen Rosenberg
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing: Informational Writing
Grade Level: 5

<p>Content Statements</p> <p>In this unit expository writing skills will be developed. The craft of expository writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. The craft of document based writing will be introduced. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different expository formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>RI.5.1-10 RL.5.1-10 W.5.3-6, 10 L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own informational writing? How can I craft my own informational writing based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I reflect and self-correct in my writing through the revision process?</p> <p>How can I write about the facts and information I have learned?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p>

Unit Essential Questions

How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:

- Use a writer's notebook?
- Collect ideas, topics, and seeds
- Know steps of writing process?
- Use rubrics and graphic organizers to guide writing?
- Write for a sustained period?
- Reflect on my own writing?
- Conference with my peers and teachers?
- Use touchstone and mentor texts?
- Revise and edit pieces to make them more effective?
- Develop a sense of voice in my own writing?

How can I make decisions about mechanics to make me a more effective writers such as:

- Know reasons for paragraphing?
- Use commas for a variety of purposes?
- Craft sentences of different length, variety, or complexity?
- Use capitalization for a variety of purposes?
- Use the correct form of adjectives and adverbs?
- Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?
- Properly use action, linking, and helping verbs?
- Use verbs of different tenses that agree with the subject?
- Properly use different types of nouns?
- Use different types of pronouns?
- Use conjunctions and appositives?
- Use resources and references sources to help me make decisions about mechanics?
- How can I use knowledge of spelling patterns to help me spell words in my writing?
- Use correct spelling and legible handwriting or technology?
- Spell all high frequency words at my grade level correctly?

Unit Enduring Understandings

I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.

I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.

I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.

I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.

I can use texts that I read to help guide my own writing.

I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.

I can use my knowledge of spelling patterns to help me spell and read words.

When I report on the research I have conducted, I have to list the sources I used.

A thesis statement is a theory that has to be proved.

I can effectively write about the facts and information I have learned by:

- introducing a topic or text, clearly

What skills can I use to write informational pieces?

- How can I use graphic organizers that help organize my ideas for informational writing?
- How can I take notes and put information in my own words (paraphrase) to prepare for informational pieces?
- How can I use the author's words as evidence to my point?
- How do I decide on questions for research and write answers to these questions using facts, examples, and explanations?
- How do I write different types of essays in different content areas?
- How do I write short responses in all my subjects?
- How do I organize information using main idea sentences and supporting details?
- How can I use transition words to create bridges between paragraphs?
- How can I use techniques such as compare/contrast, problem/solution, or cause/effect to organize informational writing?
- How can text features such as: headings, labels, captions, and graphics be used in my informational writing?
- How can I add description to my informational writing?
- How can 'snapshots' and 'thoughtshots' be used to add detail to my writing?
- How can I use vivid verbs, adjectives, and adverbs be used to make my writing better?
- What types of openings (hooks) and conclusions can I use?
- How can I use tables, illustrations, or statistics to support my writing?
- How can I use vocabulary words and other WOW words to make my writing better?
- What is a thesis statement? How do I create a thesis statement?
- How can I use the author's direct words to help prove my point?

- providing a general observation and focus
- logically grouping related information
- using headings, illustrations and multimedia
- developing my topic with definitions, concrete details, quotes or other related information
- using precise language and domain specific vocabulary
- providing a strong concluding statement or section that is related to the topic

<p>Unit Rationale</p> <p>Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author’s craft aid in the creation of a student’s own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with informational elements Whole group, small group, and individual analysis of mentor informational texts Writer’s Notebook – collecting questions to research Graphic organizers Books for expository texts Use digital tools to publish a piece of writing (Google docs/slides)ePortfolio Research and write about a topic, using several sources, then present it orally Read informational text connected to social studies or science and analyze and/or reflect, by citing evidence Summarize main ideas and details in a speech Cross curricular projects: Social Studies, Science, Math topics (plan with content teacher) Research informational text to build a bank of fact for a debate Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment</p>	

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Course Title: English Language Arts Unit Name: Comprehension Grade Level: 5

<p>Content Statements</p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and</p>	<p>NJSLS:</p> <p>RI.5.1-10 RL.5.1-10</p>
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<p>purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p>	<p>L.5.1-6 SL.5.1-6</p>
<p>Overarching Essential Questions</p> <p>What are my responsibilities as a student in a Reading Workshop?</p> <p>How can I read the words in the texts that I choose, in the texts I am required to read, and in texts I read electronically?</p> <p>How can I use and apply strategies to make meaning and track my thinking while reading?</p> <p>How can I cite and use appropriate textual evidence to prove and explain my thinking?</p>	<p>Overarching Enduring Understandings</p> <p>The routines of Reading Workshop allow students to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension is a recursive process that involves both the reader and the text.</p> <p>Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic.</p> <p>Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is important in order to prove their thinking is coherent.</p>
<p>Unit Essential Questions</p> <p>How can I work successfully in Reading Workshop? I can:</p> <ul style="list-style-type: none"> • Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc. Understand how to choose a just right book- 5 finger rule • Use the procedures for the classroom library • Know the differences between the different genres in fiction and nonfiction 	<p>Unit Enduring Understandings</p> <p>Thinking about what I am reading will help me recognize when my reading is not making sense. I can use fix-up strategies to help me understand when this happens.</p> <p>Asking questions before, during, and after reading takes me deeper into what I am reading and gives me a purpose to read more.</p>

<ul style="list-style-type: none"> ● Write “Responses to Literature” letters to show how I can answer literature-based questions, summarize, and use reading strategies ● Understand the procedures and reasons for conferencing with the teacher ● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum ● Respond to what I read about in different written ways ● Help create “anchor charts” to use for future reference ● Participate in daily independent reading time ● Listen to and create book talks about what I am reading ● Use and understand text features in Reading Workshop and across the curriculum ● Explain why certain text features are used ● Recognize different print formats ● Understand that reading strategies can be used across the curriculum ● Read grade level poetry and prose <p>How can I monitor for meaning while reading? I can:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense ● Review, develop, and apply fix-up strategies when I recognize my reading is not making sense ● Leave tracks of my thinking in writing and during discussions- “texting about text” ● “Listen in” on the inner conversation that happens when I am reading texts ● Set a purpose for why I am reading a text ● Read texts from different points of view ● Compare and contrast texts from different points of view - How are events presented differently? ● Explain how the point of view impacts the events being described ● Read to identify an author’s purpose, views, or beliefs ● Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing ● Reread to make sense of different paragraphs or sections of text ● Read at different speeds depending on my purpose for reading 	<p>Creating sensory images or making a “movie in my mind” helps me to understand what I am reading and connects me to the text more deeply.</p> <p>Inferring, or reading between the lines, helps me to understand and recognize that reading goes beyond the words on the page.</p> <p>I can use my background knowledge to help understand and connect what I am reading to what I already know.</p> <p>I can determine what is important to focus on as I am reading and use this to understand and remember the texts I am reading.</p> <p>I can synthesize by using two or more strategies at the same time in order to come to new understanding that is outside of the text.</p> <p>Many texts have parts, like chapters and stanzas.</p> <p>I can determine the historical context of a document by researching the author(s).</p> <p>When I am reading historical and technological text, I should pay close attention to the relationships between people, events and ideas.</p> <p>When I am reading a document, I should know something about the writer and the time period and place in which he lived.</p>
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- Use graphic organizers, sticky notes, etc. to help hold my thinking

How can I use questions to help my reading?

I can: Ask questions before, during, and after my reading

- Identify and create thick questions (inferential) and thin questions (literal)
- Understand that some questions get answered while others linger
- Understand how “wondering questions” can lead to research with nonfiction texts
- Explain how questions help clear up thinking or take my reading deeper
- Understand how questioning helps me make inferences and build new schema
- Locate and explain evidence in the text that supports or answers questions
- Use the ideas of others to make, change, or answer questions
- Explain how questioning can help me be a better reader

How can I create sensory images while reading?

I can:

- Automatically create images while reading or create them when directed to
- Understand that all five senses are part of creating sensory images
- Locate, write, or draw examples of sensory images and explain how they helped me understand the text
- Use visualizing to help remember the events that were read
- Change images when I get new information or someone brings up a different point
- Explain how choice of words can help create a sensory image
- Make a movie in my mind to help understand
- Notice and analyze how authors create sensory images so I can use these ideas in my writing
- Explain how creating sensory images can help me understand what I am reading
- Identify the sensory images in poems or dramas

- Identify and explain figurative language in a text and analyze how it impacts the readers
- Explain idioms, adages, and proverbs

How can I make inferences when I am reading?

I can:

- Use and explain context clues to help me infer the meaning of new words or ideas
- Use affixes (Greek & Latin) to discover word meaning
- Use the text and my background knowledge to help draw a conclusion about what I am reading
- Use the text to help me infer answers that are not “right there”
- Understand that if the text states a fact it is not an inference
- Cite evidence from the text that supports my inference
- Use text clues and background knowledge to make inferences about characters- traits, settings, and events
- Use inferring to help understand how text features can help me when reading nonfiction
- Use inferences to make and revise predictions
- Use inferences to identify the theme of a text (stories, poems, dramas)? What key details support the theme?
- Find similarities and differences in how themes are presented
- Understand why a text was written, What was its purpose?
- Explain how inferences help my understanding of what I read-Why do readers make inferences?

How can I use my schema to help me understand?

- I can: Be aware of my background knowledge and how it helps me before, during, and after reading
- Create relevant connections and how they help me better understand the text Understand that my own schema can affect the way I read and understand something
- See how schema about an author can help me understand what I am reading

- Know when I need to get more schema in order to understand what I am reading
- Explain how schema about text features can help me read nonfiction
- Be aware of how my schema changes as I get new information
- Make or revise predictions as I get new schema
- Recognize and explain how things like propaganda techniques, biases, and points of view can affect my understanding of what I read
- Explain how my schema helps me to understand what I read

How can I determine what is important about what I am reading and use it to help my understanding?

I can:

- Understand what is important at the word, sentence, paragraph, or passage level
- Determining what is important to help me summarize, finding the most important details for a summary
- Explain the one or more main idea of what I've read by determining what was most important
- Understand that what is important is different from what is interesting
- Explain how stating what is important is influenced by why I am reading something
- Identify the key elements of a story by determining what is important
- Use determining what is important to help with taking notes and research in the content areas
- Recognize and use ways to organize important information: charts, outlines, graphics, etc.
- Explain how determining what is important can help me understand what I am reading
- Determine the historical context of a document by using primary sources
- Identify an author's claim and evidence

How can I move toward synthesizing while reading?

I can:

<ul style="list-style-type: none"> • Understand that synthesizing is a combination of different reading strategies • Explain how synthesizing leads me to a new understanding of something outside of the text • Understand how synthesizing can help with summarizing • Understand how synthesizing can help me understand themes • See that synthesizing can be shown through the multiple intelligences • Identify and explain how text structures can help me synthesize new information I am reading in nonfiction texts • Compare how different text structures present information • Put together information from more than one source to help draw conclusions about what I am reading • Explain how synthesizing can help me understand the mood of a novel, drama, or poem • Compare and connect ideas from different texts to reach a higher level of understanding or a new understanding about a topic • Thoughtfully critique an author’s purpose, ideas, views, or beliefs • Understand how synthesizing can help me understand texts across the curriculum 	
<p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading in and out of the classroom. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in print and on the computer, vital skills for a learner in the 21st century.</p>	<p>Unit Overview</p> <p>In this unit students will continue to apply the comprehension strategies they have learned through the grades. They will become more flexible and independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in reading and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Response to Literature and daily Independent Reading Reading Response Logs, Journals, tracking thinking through texting-about-text or post-its</p>	

Guided Reading Groups

Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.

Literature Circles

Author Studies: use of similar themes, genre or topic

Book Talks

Focus Lessons

Teacher created assessments of texts read

Anchor Charts – mentor authors, reading strategy use, etc.

Whole Group: identify the parts of informational and literary texts

Read two stories in the same genre and compare/contrast for theme and topic

Read a primary document from a particular time period and identify the relevant connections between events, people and ideas

Read informational or document text to identify the domain specific vocabulary and use reading strategies to determine their meaning – demonstrate meaning by drawing, acting, creating stories or poems, student dictionaries, vocabulary walls

Research Greek and Latin roots – keep a list of words have these roots

Create illustrations, comics or timelines while reading a piece of literature or informational text

Create classroom timeline of historical events to be used when writing about interactions, effects and relevant connection between people, events and ideas

Read firsthand accounts of the same event and analyze the differences in the POV (Holocaust, Civil War,, Revolutionary War, Coming to America)

Compare accounts of historical events

Present about independent novels

Research a social studies or science topic and find information from several sources. Integrate and organize the information.

Reader's Theater: student created plays based on a topic or story, specific to social studies or science

Compare and contrast poems for POV, poetic devices and theme. Write original poem using same elements

Read poems and match them with previously listed themes (on anchor chart)

Compare and contrast to their film counterparts, citing from both

Appendix

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

- Creativity
- Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software