



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 8 and 8 Honors. 8 Honors follows the same curriculum with added rigor, more in depth writing assignments, and critical reading analysis.

Unit Name: Reading Literature/Writing Narrative (memoir/autobiography)

Duration: 6-8 weeks

Enduring Understandings:

- Can conflicts be resolved?
- Proficient writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences and contexts.
- Rules and conventions of language are essential in helping readers understand and feel what is being communicated.

Essential Questions:

- What are the elements of fiction? Personal narrative?
- How do readers glean textual evidence to analyze, infer and determine central ideas and themes?
- How do writers develop a well-written narrative?
- How do proficient writers express themselves?
- How do rules of language affect communication?

Focus of Standards

Skills:

- Close reading: short story
- Analyze how literary elements of a story interact

Assessments:

Summative

- Vocabulary Quiz

Resources:

Pearson Literature



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<ul style="list-style-type: none">• Make predictions• Plot• Compare and contrast• Character traits• Make inferences• Point of view• Theme• Setting• Oral tradition• Style• Dialogue• Synthesizing• Nouns• Pronouns• Adjectives and Adverbs• Principal parts of verbs• Conjunctions• Common and proper nouns• Pronoun-antecedent agreement• Transitional words• Academic and selected vocabulary• Demonstrate command of conventions of standard English grammar, spelling and writing• Clarify meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content. Use common grade-appropriate Greek and Latin affixes and roots• Writing memoir p. 124	<ul style="list-style-type: none">• Short-constructed responses• Written response to literature• Personal Narrative essay• Quizzes• Tests• Write a short story <p>Formative</p> <ul style="list-style-type: none">• Conference questions• Observation of Turn and Talk• Observation of group work• Reader's and Writer's Notebooks• DOL• Exit Ticket• Edpuzzle• Kahoot! <p>Benchmarks (Fall, Winter, Spring)</p> <ul style="list-style-type: none">• Edconnect• Pearson Realize	<ul style="list-style-type: none">• <i>From Peter and Rosa</i>• <i>An Hour with Abuelo</i>• <i>Raymond's Run</i>• <i>The Tell-Tale Heart</i>• <i>Flowers for Algernon</i>• <i>The Story-Teller</i>• <i>The Finish of Patsy Barnes</i>• <i>The Drummer Boy of Shiloh</i>• <i>John Henry</i>• <i>From The Measure of a Man from Star Trek: The Next Generation</i>• <i>Julie and the Turing Test</i> <p>Online Text Set:</p> <ul style="list-style-type: none">• <i>From An American Childhood</i>• <i>Baseball</i>• <i>The White Umbrella</i> <p>Classroom Novels:</p> <ul style="list-style-type: none">• <i>The Absolute True Diary of a Part-Time Indian, Sherman Alexie</i>• <i>Night, Elie Wiesel</i> <p>Below Level Reader</p> <ul style="list-style-type: none">• <i>Robin Hood</i>• <i>Robot Dreams</i>
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- Develop real or imagined experiences or events using techniques such as dialogue, pacing, descriptions of experiences, events and characters
- Write with well-structured event sequences; point of view; introducing a narrator or characters, organize event sequences.

Digital Resources

- Pearsonrealize.com
- Newsela.com
- Commonlit.org
- Kahoot
- Quizlet.com
- Edpuzzle.com

Classroom Library Materials

- Leveled libraries
- Reader's Notebook
- Writer's Notebook
- Graphic Organizers
- Chromebooks
- Smartboard technology

Word Study/ Spelling/Vocabulary

- Wordly Wise
- Quizlet



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New Jersey Student Learning Standards

READING

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

READING LITERATURE

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.



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

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

WRITING

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RNJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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.

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

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.



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D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

LANGUAGE

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Interdisciplinary Connections:

- Students will write a personal narrative and research historical/cultural background to add details to story. They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- Students will create a short story using story elements; they will research historical era or a region to add dimension to their stories.
- Students will research a time period and author's biography to understand how historical and biographical background integrates with literature. Students can research to integrate realistic elements into their fictional piece of writing.
- Students will take a theme from what they are studying in Science or Social Studies to weave into their narrative. Students will research to add facts to their fictional tale.

Social Studies NJSLS: 6.1.8-6.3.8

Science NJSLS: MS-ESS3-1; MS-LS3 & LS4; MS-PS11-PS13

21st Century Life and Careers: 9.2.8.B.4



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NJSLS Literacy in History/Social Studies, Science and Technical Subjects

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5. Analyze 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.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



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NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Themes and Skills/Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies

CRP 11: Use technology to enhance productivity.

2014 NJCCCS - Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.



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- D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making:** students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Integration:

Pearsonrealize.com provides a plethora of resources to challenge students as well as support those who are struggling readers. These resources include supportive teaching materials such as anchor charts, sample student work, assessments, websites, and images. Students have their own chromebooks to conduct research and write essays. Teachers create Google Classrooms for these assignments. Edpuzzle integrates with Google Classroom to engage students with videos.

Integrated Differentiation/Accommodations/Modifications for ELA <i>(Alternate Modes of Instruction and Support)</i>		
Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical and cultural background</p>	<p>Reading Skill Graphic Organizer A, to make inferences</p> <p>Digitally adapted format of book that is leveled (English Learner's Version online)</p>	<p>Have students use post-its to summarize the main action in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage.</p> <p>Have students create an Anticipation Guide where they respond to the events of the story.</p>



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<p>as well as the biography of author to see how they relate to events in story.</p> <p>Research topics, authors, and time periods to enhance and deepen understanding of novel and its themes.</p> <p>Students present information to class. Can also create a brochure, Google Slides, etc.</p> <p>Students write an alternate version and comment on how changing details of the story affects story elements.</p> <p>Have students role play an interview between two characters</p> <p>Challenge students to create and perform a</p>	<p>Pre-Reading pages in Reader's Notebook (online, English Learner's Version)</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Reading and vocabulary warm ups (online)</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Anticipation guide before reading to determine what the student knows about topic.</p> <p>Students listen to selection on CD-ROM. story.</p> <p>Lead them on a "selection tour." Direct their attention to title, discuss illustrations, and read aloud questions in margin to clarify meaning and interpret literature.</p>	<p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas. Teacher can also integrate material from <i>Reality Central</i>, a differentiated component of the textbook.</p> <p>Modify guided reading questions</p> <p>Pre-Reading pages in the adapted selection of the (online) Reader's Notebook: Adapted Version (for struggling readers)</p> <p>Use graphic organizers with some of the information partially completed.</p> <p>Allow for Student Choice: drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>Provide a rubric to self-assess writing. Allow students to peer revise and peer edit each other's written assignments.</p> <p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations, examples, and model procedures.</p> <p>Utilize visual aids such as charts, maps, and timelines and provide explicit instruction in how to analyze or use the data or information.</p>
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<p>monologue based on a scene from the story.</p>	<p>Students take notes of their ideas Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p>	<p>Provide writing templates specific to the genre.</p> <p>Provide additional set of materials or online access so that students can annotate and/or utilize resources at school and home.</p> <p>Students can listen to selection on CD-ROM.</p>
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Sources

Textbook: Pearson Realize

- Pearsonrealize.com
- Newsela.com
- Commonlit.org
- Kahoot
- Quizlet.com
- Edpuzzle.com