



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 Information/Writing Informative/Explanatory

Duration: 6-8 weeks

Enduring Understandings:

- How much information is enough?
- Informational text is meant to inform with relevant, sufficient and sound evidence.
- 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.
- Readers are aware of the author's purpose; readers look for meaning.

Essential Questions:

- What are the elements of Informational text?
- How does text structure drive the information?
- What is sound, sufficient and relevant evidence necessary for informational text?
- What is the message the author is trying to convey when writing informational text?
- How do rules of language affect communication?

Focus of Standards



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<p>Skills:</p> <ul style="list-style-type: none">● Close reading: nonfiction● Main idea● Narrative essay● Biography and autobiography● Fact and opinion● Persuasive techniques● Word choice● Types of organization● Style● Plot and theme● Author's perspective● Cultural context● Point of view● Main idea and support● cite textual evidence to support analysis of what text says explicitly and inferences drawn from text● analyze nonfiction text features● analyze the structure an author uses to organize a text including how the major sections contribute to the whole● Synthesizing● Responding to text in oral and written form● write an objective summary● write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the organization of relevant facts● Compare and Contrast Essay p. 340● organize ideas, concepts and information, using strategies such as definition, concrete details, quotations, classification,	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">● Written Responses to literature● Vocabulary Quiz● Short-constructed responses● Informational essay● Quizzes● Tests● Research paper <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	<p>Resources:</p> <p>Pearson Literature</p> <ul style="list-style-type: none">● We the People from Words We Live By● Making Tracks on Mars● <i>From</i> Harriet Tubman: Conductor on the Underground Railroad● The Vision of Maya Ying Lin● The Trouble with Television● Science and the Sense of Wonder● The Season's Curmudgeon Sees the Light● Why Leaves Turn Color in the Fall● From Travels with Charlie● Gentleman of Rio en Medio● A Tribute to Martin Luther King, Jr.● Tears of Autumn● From I Know Why the Caged Bird Sings
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<p>compare/contrast; cause/effect, including formatting (headings), graphics (charts, tables)</p> <ul style="list-style-type: none">● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts● Establish and maintain a formal style● Write a thesis statement● Write supporting paragraphs analyzing and synthesizing cited evidence● Provide a concluding statement that follows and supports the information presented● Simple Tenses of verbs● Perfect tenses of verbs● Verb mood - the subjunctive● Active and Passive voice● Academic and selected vocabulary		<ul style="list-style-type: none">● Study Finds Americans Increasingly Rooted● Relationships to Place <p>Online Text Set:</p> <ul style="list-style-type: none">● The 11:59● A Glow in the Dark from Woodsong● Sun Suckers and Moon Cursors <p>Online Text Set:</p> <ul style="list-style-type: none">● The Building of Manhattan● The Boy Who Reversed Himself <p>Classroom Novel:</p> <ul style="list-style-type: none">● Night, Elie Wiesel <p>Digital Resources</p> <ul style="list-style-type: none">● Pearsonrealize.com● Newsela.com● Commonlit.org● Kahoot● Quizlet.com● Edpuzzle.com <p>Classroom Library Materials</p> <ul style="list-style-type: none">● Leveled libraries● Reader's Notebook● Writer's Notebook
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		<ul style="list-style-type: none">• Graphic Organizers• Chromebooks• Smartboard technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">• 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.



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READING INFORMATION

- 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.
- 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.
- RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- 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.
- 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.
- 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.
- RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- 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.

WRITING

- 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.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.



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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.

NJSLSA.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.

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.

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.



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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.

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.

Interdisciplinary Connections:

Students will research and write an expository paper pertaining to the region, endangered animals, historical/cultural/civic background, biographical/autobiographical information that relates to one of the nonfiction stories they read. They can also write an expository essay that pertains to the Science, Technology and Social Studies curriculum.

After reading Night and "Remarks on a Visit to Buchenwald," students will write an explanatory essay about the life of Elie Wiesel citing information from both texts. Writing examines the influence of personal experiences on a person's development and accomplishments. It also may



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capture the heritage, attitudes, including earning power across cultures, and beliefs of the subject. They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Students will research a time period and author's biography to understand how historical and biographical background, integrate with literature. They will also research how earning power relates to quality of life across cultures.

Social Studies NJSLs: 6.1-6.3

Science NJSLs: MS-ESS3-1; MS-LS4

21st Century Life and Careers: 9.2.8.B.4; 9.1.8.A.4

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).

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.



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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.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Integrated Differentiation/Accommodations/Modifications for ELA (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Students with IEPs/504s and At-Risk Learners
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<p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Have students record descriptive phrases; have students analyze the story for figurative language and ask students to comment on the use of language and how it accentuates the story.</p> <p>Research the historical era and biography of author to see how they relate to events in argument.</p> <p>Research topics, authors, and time periods to enhance and deepen understanding of messages and its themes.</p> <p>Have students role play an interview and choose sides</p>	<p>Digitally adapted format of book that is leveled (English Learner's Version online)</p> <p>Pre-Reading pages in Reader's Notebook (online)</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Vocabulary builders - online vocabulary warm ups</p> <p>Native Language Supports (peer, online technology, bilingual dictionary, Google translate)</p> <p>Anticipation guide to determine what student knows about topic.</p> <p>Dialogue journal</p> <p>Students listen to selection on CD-ROM.</p> <p>Have students meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p>	<p>Have students use post-its to summarize the main events/points in each paragraph or chapter. Have students combine their notes into a chart to review key elements that give coherence to their comprehension.</p> <p>Have students create an Anticipation Guide to respond to events in text.</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>By utilizing individual assessment results, 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>Pre-Reading pages in the Adapted Version of the Reader's Notebook.</p> <p>Use graphic organizers with some of the information partially completed by the teacher in order for student to have comprehension support.</p> <p>Allow for Student Choice: Students demonstrate understanding through drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>By utilizing IEPs, the teacher will provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations, more examples, and to model procedures in completing.</p> <p>Provide writing templates specific to the genre.</p>
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Sources

Textbook: Pearson Realize

- [Pearsonrealize.com](https://www.pearsonrealize.com)
- [Newsela.com](https://www.newsela.com)
- [Commonlit.org](https://www.commonlit.org)
- [Kahoot](https://www.kahoot.com)
- [Quizlet.com](https://www.quizlet.com)
- [Edpuzzle.com](https://www.edpuzzle.com)