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## 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 Argument**

**Duration: 6-8 weeks**

### **Enduring Understandings:**

- What is the secret to reaching someone with words?
- Argumentative text is meant to inform and persuade with relevant, sufficient and sound evidence.
- Proficient writers develop and refine their ideas for communicating with structure and evidence.
- 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 an Argumentative text?
- What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints ?
- What is sound, sufficient and relevant evidence necessary for argumentative text?
- What is the message the author is trying to convey when writing argumentative text?
- How do rules of language affect communication?

**Focus of Standards**



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### Skills:

- Close reading: poetry
- Using context
- Sound devices
- Context clues
- Figurative language
- Paraphrase
- Forms of poetry
- Word choice, imagery, and tone
- Imagery and tone
- Free verse and structure
- Symbolism
- Conflict
- Point of view
- Diction
- Text structure
- cite textual evidence to support analysis of what text says explicitly and inferentially
- analyze the structure an author uses to organize a text including and how the major sections contribute to the whole
- Determine author's point of view and purpose. Analyze how the author distinguishes his or her position from that of others.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support claims
- Provide a clear statement of your position on the issue/thesis statement

### Assessments

#### Summative

- Written Responses to literature
- Vocabulary Quiz
- Short-constructed responses
- Research essay
- Quizzes
- Tests
- Argumentative Essay

#### Formative

- Conference questions
- Observation of Turn and Talk
- Observation of group work
- Reader's and Writer's Notebooks
- DOL
- Exit Ticket
- Edpuzzle
- Kahoot!

#### Benchmarks (Fall, Winter, Spring)

- Edconnect
- Pearson Realize

### Pearson Literature

- A Poem for my Librarian
- Describe Somebody; Almost Summer Sky
- Poetry Collection I
- Poetry Collection II
- Poetry Collection III
- Poetry Collection IV
- The Road Not Taken
- O Captain! My Captain!
- Old Man
- For My Sister Molly Who in the Fifties
- The Medicine Bag
- Cub Pilot on the Mississippi
- Thank you, M'am
- Tutoring Benefits Seniors' Health, Students' Skills
- The Return of the Multi-Generational Household

#### Online text set:

- From My Own True Name
- Your World



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- Gather persuasive, credible evidence and logical reasoning that support your claims
- Be prepared with statements that acknowledge opposing views and offer counterarguments
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- Establish and maintain a formal style
- Provide a concluding statement that follows and supports the information or explanation presented
- Identifying text and genre features/structures
- Responding to text in oral and written form
- Writing an Argument p. 426
- Draw evidence from literary or informational texts to support analysis, reflection and research
- Use accurate, credible sources and demonstrates an understanding of topic or text.
- Use words, phrases and clauses to create cohesion and clarify the relationship among claims, reasons and evidence
- Types of sentences
- Subject Complements
- Direct and Indirect Objects
- Pronoun Case
- Subject-verb agreement
- Use technology to link and cite sources
- Demonstrate command of standard English capitalization, spelling and grammar
- Academic and selected vocabulary

- Words to Sit in, Like Chairs

### **Below Level Readers:**

- A Street Through Time
- Helen Keller: A Photographic Story of a Life

### **Classroom Novels:**

- The Absolutely True Diary of a Part-time Indian, Sherman Alexie

### **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 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.



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**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 ARGUMENT**

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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.

**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.

#### **W.8.1. Write arguments to support claims with clear reasons and relevant evidence.**

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.



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### 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 use topic from Social Studies, Science or Math to research and write an argument. Students will present their arguments in a debate format.
- Students will research and write an argumentative paper pertaining to the historical/cultural/civic background, biographical/autobiographical information that relates to one the Native Americans of America. Students will use Sherman Alexie's *The Absolute True Diary of a Part-time Indian*. Students will also evaluate how careers have evolved through these significant occurrences.

**Social Studies NJSLS:** 6.1-6.3

**Science NJSLS:** MS-ESS3-1; MS-LS3 & LS4

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



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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.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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.

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

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

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

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

D. Establish and maintain a formal/academic style, approach, and form.

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

WHST.6-8.5. 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.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. 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.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy



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of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  
WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

### **21<sup>st</sup> 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.
- 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:**

Pearsononline provides a plethora of resources to challenge students as well as support those who are struggling readers. These resources include teaching materials such as anchor charts, sample student work, assessments, websites, and images. Students have their own





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chromebooks to conduct research and write essays. Teachers create Google Classrooms for these assignments.

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

| <b>Modifications to Support Gifted and Talented Students</b>   | <b>Modifications to Support English Language Learners</b>  | <b>Modifications to Support Students with IEPs/504s and At-Risk Learners</b>  |
|--|--|---|
| <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>Connect, analyze and synthesize literature to local, national and</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>When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing</p> <p>Use a picture walk to activate students' prior knowledge</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> | <p>Have students use post-its to summarize the main events/points in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage that give meaning and coherence to their comprehension.</p> <p>Have students create an Anticipation Guide where they respond to the events of the text.</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>Pre-Reading pages in the adapted selection of the Reader's Notebook:<br/>Adapted Version</p> |



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| <p>international stories and events.</p> <p>Research topics, authors, and time periods to enhance and deepen understanding of messages and its themes.</p> <p>Students present information to class. Can also create a brochure, Google Slides, etc.</p> <p>Have students role play an interview and choose sides</p> | <p>Vocabulary builders - online vocabulary warm ups<br/>To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing key points.</p> <p>Dialogue journal to help the student write frequently &amp; informally.<br/>Students listen to selection on CD-ROM.</p> <p>Students take notes of their ideas<br/>Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</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>Provide a rubric to self-assess writing. Allow students to peer revise and peer edit each other's written assignments. Following this extended revision process, students will be given the opportunity to correct the draft before submitting to the teacher their final copy of their writing.</p> <p>By utilizing individual 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>Provide writing templates specific to the genre.</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



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