



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**

**Duration: 6-8 weeks**

**Enduring Understandings:**

- Is it our differences or our similarities that matter most?
- Proficient writers develop and refine their ideas for communicating and aesthetic expression.
- Rules and conventions of language are essential in helping readers understand what is being communicated.
- Readers use textual evidence to support analysis, inferences, and central ideas and themes while reading.

**Essential Questions:**

- What are the elements of drama?
- How do writers develop a well-written narrative?
- How do rules of language affect communication?

**Focus of Standards**

<b>Skills:</b> <ul style="list-style-type: none"><li>● Close Reading: Drama</li></ul>	<b>Assessments</b> <b>Summative</b>	<b>Resources:</b> <b>Pearson Literature</b>
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- Cause and effect
- Dialogue
- Character's Motivation
- Draw Conclusions
- Setting and character
- Plot and conflict
- Diary
- Narrative Pacing
- Supporting Visuals
- Claims and evidence
- Author's purpose
- Write with well-structured event sequences; point of view; introducing a narrator or characters, organize event sequences.
- Cause and Effect essay p. 662
- Write a conclusion
- Prepositions and Prepositional phrases
- Participial and Infinitive Phrases
- Clauses
- Using Gerunds and Participles
- Independent and dependent clauses
- Demonstrate command of conventions of standard English capitalization, spelling and grammar
- Identifying text and genre features/structures
- Responding to text in oral and written form
- Academic and selected vocabulary

- Written Responses to literature
- Vocabulary Quiz
- Short-constructed responses
- Cause and Effect essay
- Quizzes
- Tests
- Research

### 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

- From Billy Elliot
- From The Miracle Worker
- The Diary of Anne Frank, Act I
- The Diary of Anne Frank, Act II
- The Governess
- The Ninny
- From Kindertransport, Act II
- From Anne Frank: The Diary of a Young Girl
- From Anne Frank Remembered
- From Night
- From Remarks on a Visit to Buchenwald

### Online Text Set:

- Old Ben
- Snake on the Etowah
- Vanishing Species

### Below Level Readers:

- Discoveries: Believe it or Not
- Escape to Freedom: A Play About Young



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		<p>Frederick Douglass</p> <p><b>Classroom Novels:</b></p> <ul style="list-style-type: none"><li>• Night, Eli Weisel</li></ul> <p><b>Digital Resources</b></p> <ul style="list-style-type: none"><li>• Pearsonrealize.com</li><li>• Newsela.com</li><li>• Commonlit.org</li><li>• Kahoot</li><li>• Quizlet.com</li><li>• Edpuzzle.com</li></ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"><li>• Leveled libraries</li><li>• Reader's Notebook</li><li>• Writer's Notebook</li><li>• Graphic Organizers</li><li>• Chromebooks</li><li>• Smartboard technology</li></ul> <p><b>Word Study/ Spelling/Vocabulary</b></p> <ul style="list-style-type: none"><li>• Wordly Wise</li><li>• Quizlet</li></ul>
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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.



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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.

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.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.

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.

### **GRAMMAR**

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



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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 create artwork that integrates with the short story they are writing that includes symbolism that expresses messages in story they've read.
- Students will weave Science, Technology advances into their short stories. They will also research historical/cultural/civic era to make it historical fiction.
- Students will differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills

**Social Studies NJSLS:** 6.1-6.3

**Science NJSLS:** MS-ESS3-1; MS-LS3 & LS4; MS-PSI1-PSI3

**21st Century Life and Careers:** 9.1.8.A.3

### **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.6-8.6. 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.6-8.8. 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.6-8.6. 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.6-8.1. 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.

### 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.



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**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 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)*



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<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (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>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical and cultural background 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</p>	<p>Reading Skill Graphic Organizer A, to make inferences (partially filled in)</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, English Learner's Version)</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>Reading and vocabulary warm ups (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 to respond to events of the story.</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>By utilizing individual 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>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.</p>



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<p>understanding of novel 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 between two characters</p> <p>Challenge students to create and perform a monologue based on a scene from the story.</p>	<p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Dialogue journal to help the student write frequently &amp; informally.</p> <p>Students listen to selection on CD-ROM.</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>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. Include a framework for organizing informational writing.</p> <p>Students can listen to selection on CD-ROM.</p>
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### Sources

**Textbook: Pearson Realize**

- [Pearsonrealize.com](http://Pearsonrealize.com)
- [Newsela.com](http://Newsela.com)
- [Commonlit.org](http://Commonlit.org)



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- Kahoot
- Quizlet.com
- Edpuzzle.com