



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 & Information/Writing Argument

Duration: 6-8 weeks

Essential Questions:

- Are yesterday's heroes important today?
- What are the elements of folktales?
- What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints ?

Enduring Understandings:

- Argumentative text is meant to inform, discuss both sides of a topic, and persuade with relevant, sufficient and sound evidence.
- Proficient writers develop and refine their ideas for communicating with structure and evidence.
- Proficient readers use a repertoire of strategies that enable them to analyze form and style, in order to read for different purposes and contexts.
- Rules and conventions of language are essential in helping readers understand and feel what is being communicated.

Focus on Standards

Skills: <ul style="list-style-type: none">● Close reading: themes in American stories	Assessments: Summative	Resources: Pearson Literature
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<ul style="list-style-type: none">• Summarize• Mythology• Oral Tradition• Summarize• Purpose for Reading• Cultural Context• Author's Influence• Heroic characters• Oratory• Forms of Poetry• Word choice and tone• Style• Persuasive Techniques• Claims and Evidence• cite textual evidence to support analysis of what text says explicitly and inferentially• analyze the interactions between individuals, events, and ideas• 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• Gather persuasive, credible evidence and logical reasoning that support your claims• Be prepared with statements that acknowledge opposing views and offer counterarguments	<ul style="list-style-type: none">• Written Responses to literature• Vocabulary Quiz• Short-constructed responses• Argumentative Essay• Quizzes• Tests• Research <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">• From The Adventures of Tom Sawyer• Water Names• Coyote Steals the Sun and Moon• Chicoria• From The People Say, Yes• From Out of Dust• An Episode of War• Davy Crockett's Dream• Paul Bunyan of the North Woods• Invocation from John Brown's Body• From The American Dream• Runagate Runagate• Emancipation from Lincoln: A Photobiography• Harriet Beecher Stow• Brown vs. Board of Education• On Woman's Right to Suffrage• From Address to the Commonwealth Club
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- 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 Argument p. 900
- use technology to link and cite sources
- Sentence Structure
- Commas and semicolons
- Ellipses and dashes
- Capitalization
- Comparative and Superlative Forms
- Independent clauses
- Punctuation with independent clauses
- Academic and selected vocabulary

- Nonviolence Tree
- Online Text Set:**
- Ellis Island
 - From Steinbeck: A Life in Letters
 - Up the Slide
- Below Level Readers:**
- John F. Kennedy
 - The American Songbag
- Classroom Novels:**
- Go Ask Alice, Anonymous
 - Night, Elie Wiesel
 - The Absolute 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**
- 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.



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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.

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

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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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.

GRAMMAR

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:



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- Students will use topics from Social Studies, Science or Math to write argumentative essays.
- They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Social Studies NJSLs: 6.1-6.3

Science NJSLs: MS-ESS3-1; MS-LS3 & LS4; MS-PS1-1-PS13

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 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.6-8.2. 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,



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- 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.

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.
- 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.



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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)**

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>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</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>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> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Integrate material from <i>Reality Central</i>, a differentiated component of the textbook.</p>



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<p>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 understanding of novel and its themes.</p> <p>Students write an alternate version and comment on how changing details of the story affects story elements.</p> <p>Have students read another story by same author. Have students compare and contrast in groups the setting,</p>	<p>Pre-Reading pages in Reader's Notebook (online, English Learner's Version)</p> <p>When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</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>Dialogue journal to help the student write frequently & informally.</p> <p>Students listen to selection on CD-ROM. Have them meet in groups to discuss notes, ask</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 by the teacher in order for student to have comprehension support.</p> <p>Students demonstrate understanding through drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>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>
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characters, conflict, and other story elements.	questions, clarity confusion, and make predictions.	
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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
- [Quizlet.com](https://www.quizlet.com)
- [Edpuzzle.com](https://www.edpuzzle.com)