

Pine Hill Public Schools Curriculum

Content Area:	English Language Arts (ELA)		
Course Title/ Grade Level:	Reading and Writing / 8th Grade		
Unit 1:	Elements of Fiction	Month:	September – October
Unit 2:	Comparing and Responding to Literature and Informational Text	Month:	November – December
Unit 3:	Evaluating Literature and Informational Text	Month:	January
Unit 4:	History through Literature and Informational Text	Month:	February – March
Unit 5:	Responding to Informational Text	Month:	April
Unit 6:	Utilizing a Range of Disciplines	Month:	May –June
BOE Approval Date:	July 17, 2012		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Elements of Fiction		Unit #: 1
Course or Grade Level: 8 th Grade		Length of Time: 6 weeks
Pacing	September-October	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • What is the basic structure of fiction and how does each element contribute to the story as a whole? • What strategies do readers use before, during, and after reading to enhance reading comprehension? • How do specific word choices affect the tone and mood of a story? <p>Writing</p> <ul style="list-style-type: none"> • Why are organization and style important to helping the audience understand the purpose and meaning of text? • How do grammar, mechanics, and word choice/usage affect the clarity and organization of writing and communication? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Story map: exposition, rising action, climax, falling action, resolution • Reading Strategies □ • Elements of Fiction • Vocabulary of Literature • Primary and secondary sources • Theme, Mood and Tone <p>Writing</p> <ul style="list-style-type: none"> • Expository Writing; Narrative Writing; Persuasive Writing • Parts of Speech • Punctuation • Proofreading and Editing • Usage and Sentence structure • Rules for effective discussion 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • 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. • Identify, understand and apply reading strategies to enhance comprehension (connect, question, predict, visualize) • Identify, understand and analyze literary terms (plot, character, conflict, setting, foreshadowing, theme, POV, mood, tone, connotation/denotation). • Analyze and respond to text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>.) 	

	<ul style="list-style-type: none"> ● Apply a 4 point rubric for scoring open-ended responses (self and others) ● Analyze and synthesize supplemental informational text as a means to understand author’s unique perspective (both primary and secondary sources) <p>Writing</p> <ul style="list-style-type: none"> ● Effectively use punctuation including commas, ellipses, and dashes when writing ● Correctly identify and use the 8 parts of speech (including verbals, gerunds, participles, and infinitives). ● Recognize and correct errors in written work. ● Utilize a variety of sentences to convey meaning, interest, and style ● Engage in a range of collaborative discussions with peers. ● Present information to peers for discussion and evaluation. ● Analyze the purpose of information being presented and evaluate the motive behind its presentation. ● Orally present claims and findings clearly and concisely.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> ● STAR Reading Assessment ● Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers ● Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> ● Formative assessments (grammar/punctuation tests, DOL, vocabulary) ● 4 Point Rubric - Reading Response ● Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Expository Pillar ● Persuasive Pillar ● Plot Diagram ● Graphic Organizers ● Notes templates ● Chunking ● Grouping ● Direct instruction ● Project Shadowing ● Multi-sensory approach ● Peer Editing ● Pneumatic Devices ● Smart Board Activities ● STAR reading benchmarks
Inter-disciplinary Connections	<p>Through text, students will explore</p> <ul style="list-style-type: none"> ● Social Studies: Geography, Social Context, Historical Context ● Science: Life, Physical and Earth ● Health: Health and wellness issues

	<ul style="list-style-type: none"> Math: Consumer math
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Short Stories:(Insights)</p> <ul style="list-style-type: none"> Checkouts Raymond’s Run Ransom of Red Chief <p>Short Stories (Strange Goings On – Part One – Twists and Turns)</p> <ul style="list-style-type: none"> Variety of Stories Author Study: Edgar Allen Poe Tell Tale Heart <p>Various informational text for reinforcement Media Center (Research and reactions to unit study) Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center (Narrative essay, Expository essay, Persuasive essay) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i></p>
ELA Common Core Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> Key Ideas and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Comprehension and Collaboration Presentation of Knowledge and Ideas 	<p>RL8:1,2,4,9,10</p> <p>RI8: 1,2,3,4,5</p> <p>W8:4,5,9.a.b,10</p> <p>SL8: 1.a.b.c.d,4,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b,c,6</p>

<ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Comparing and Responding to Literature and Informational Text

Unit #: 2

Course or Grade Level: 8th Grade

Length of Time: 6 weeks

Pacing

November and December

Essential Questions

Reading

- What are the differences between fiction and nonfiction (text, structure, author’s purpose, etc.)?
- What evidence can you identify to differentiate between fact and opinion?
- What is the relationship between a writer’s background/experiences and his/her perspective?
- What would happen if an author was writing from a different perspective (i.e. time period, cultural influence, gender, race, etc.)?
- How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama?

Writing

- How do literary devices affect the readability and clarity of writing?
- Why is it important for writing to be clear, concise, and engaging? What tools can you utilize to increase the fluidity of your writing (i.e. compositional risks, elaboration, vivid details, transitions, etc.)
- What are the components and organizational structures of an expository essay; persuasive essay, and narrative essay?
- How are outside sources utilized to enhance writing in literature and informational text (i.e. technology, research, media)?
- How would you evaluate the effectiveness of an essay?
- How do you present claims and findings to generate effective discussions with peers?
- How do you analyze the validity of claims and findings and evaluate their purpose?

Content

Reading

- Elements of Fiction/Nonfiction
- Fact/opinion vocabulary, context clues, word choice
- Author biography/Dickens
- Vocabulary of Literature/Informational Text
- Primary and secondary sources (Victorian Era)

Writing

- Literary Devices
- Compositional Risks
- Transitions
- Expository essays, persuasive essays, and narrative essays
- Holistic Scoring Rubric

Skills

Reading

- Understand the differences between fiction and non-fiction.
- Identify and examine the vocabulary utilized to differentiate fact and opinion.
- Determine the significance of historical and cultural influences when developing plot (narrative text), main ideas (informational text) or opinions (persuasive text).

	<ul style="list-style-type: none"> • Identify, understand and apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Identify, understand and apply compositional risks (i.e. imagery, allusion, foreshadowing, etc.). • Analyze and respond to literature and informational text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>). • Evaluate and apply a 4 point rubric for analyzing responses to literature and informational text (self and others). • Analyze and synthesize supplemental informational text as a means to understand author’s unique perspective (both primary and secondary sources). • Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (i.e., social, commercial, political) behind its presentation. • Analyze the interpretation of a film or live production’s adaptation of a story or drama. <p>Writing</p> <ul style="list-style-type: none"> • Identify and apply forms of writing – Narrative Expository, and Persuasive • Apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Take compositional risks (i.e. imagery, allusion, foreshadowing, etc.). • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely.
<p>Assessments</p>	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative)

Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot Diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context, Politics • Science: Life, Physical and Earth • Health: Nutrition and Poverty
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Various nonfiction informational text www.newseum.org Media Center Smart Board Activities Novel: <i>A Christmas Carol</i> <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center (research and primary/secondary sources) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i></p>
ELA Common Core Standards	
Grade: Eight	
<p>Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)</p>	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes 	#. Standard: RL8:1,2,3,4,7,9,10 RI8: 1,2,3,4,5,6,7,8,10 W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,9.a.b,10 SL8: 1.a.b.c.d,2,3,4,6

<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Evaluating Literature and Informational Text

Unit #: 3

Course or Grade Level: 8th Grade

Length of Time: 4 weeks

Pacing

January

Essential Questions

Reading

- How do different authors address similar themes or topics?
- How are central ideas or themes developed over the course of a text?
- How would you compare/contrast the ideas of various authors? How do these ideas differ from your own?
- How do readers make logical inferences and cite textual evidence to support conclusions drawn from the text?

Writing

- How do focused research questions aid in the understanding of a topic?
- When is a source reliable and credible?
- How is information analyzed from text and used to support research, reflection and analysis?
- How do you present claims and findings to generate effective discussions with peers?
- How do you analyze the validity of claims and findings and evaluate their purpose?

Content

Reading

- Central ideas and themes
- Point Of View and Tone
- Symbolism, irony, allusion, etc.
- Inferences
- Text Features

Writing

- Research
- Primary and secondary sources
- Narrative, Persuasive and Expository Writing
- Holistic Scoring Rubric

Skills

Reading

- Understand how modern works of fiction draw on themes from myths, traditional stories and biblical works. Determine how an author modernizes the plot.
- Examine and interpret text features such as charts, illustrations, headings, and captions.
- Determine two or more themes and analyze their development over the course of the text.
- Analyze and respond to literature and informational text (open-ended questions using QUASI: Restate the *Question*, Answer all parts, *Support* the answer with information from the text and give some *Insight*).
- Apply 4 point rubric for scoring open-ended responses (self and others).
- Analyze and synthesize supplemental informational text as a means to understand author's unique perspective (both primary and secondary sources).
- Analyze the purpose of information presented in diverse media and formats (e.g.,

	<p>visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Writing</p> <ul style="list-style-type: none"> • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • 6 Point Rubric – Essay Writing • Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth

Lesson resources / Activities	<i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Short Stories: The Monkey’s Paw The Lady, or the Tiger The Third Wish Glossary of Literary and Reading Terms Various informational text www.newseum.org Media Center Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i>
ELA Common Core Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	#. Standard: RL8:1,2,3,4,5,6,7,9,10 RI8: 1,2,3,4,5,6,7,8,9,10 W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,9.a.b,10 SL8: 1.a.b.c.d,2,3,4,6 L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6
Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity	

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: History through Literature and Informational Text		Unit #: 4
Course or Grade Level: 8 th Grade		Length of Time: 4 weeks
Pacing	February and March	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How do historical studies create an understanding of human thought and culture? • What can we learn about an historical event through fiction and non-fiction? • How can biographies, autobiographies, and memoirs inform and inspire readers? • What inferences can be drawn from an author’s choice of words, phrases, and style of writing? • How do authors vary in their interpretation of historical events? <p>Writing</p> <ul style="list-style-type: none"> • What techniques and strategies are used in writing to analyze quotations and support opinions through argument? • Is there sufficient evidence to evaluate an author’s claim and what is the strength of the evidence used? • Why is it important to imprint your own style and perspective into writing pieces? • What type of evidence would you cite to support your arguments and/or main ideas? Is this evidence sufficient to support your arguments? • How can you cite the quotations and ideas of others without plagiarizing or interfering with the flow of the writing piece? • How do you support connotative and denotative ideas with specific details from text? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Historical Fiction/Nonfiction • Biographies, autobiographies, memoirs • Vocabulary, context clues, word choice • Vocabulary of Literature/Informational Text • Primary and secondary sources <p>Writing</p> <ul style="list-style-type: none"> • Expository Essays, Persuasive Essays • Citation without plagiarizing • Print and digital sources • Holistic Scoring Rubric 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Learn about an historical event through fiction and non-fiction. • Utilize biographies, autobiographies and memoirs as a means to understand historical events/people. • Evaluate historical text as a means of understanding of human thought and culture. • Evaluate the choice of words, phrases, and style of writing in various written works. Discuss the effectiveness of these technique in promoting ideas and experiences. • Evaluate how authors vary in their interpretation of historical events. 	

	<p>Writing</p> <ul style="list-style-type: none"> • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. • Support connotative and denotative ideas with specific details from text. • Use technology strategically when creating or communicating. • Evaluate sources and cite materials accurately. • Cite quotations and text within the context of an idea without disrupting the flow of the piece or plagiarizing. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely.
<p>Assessments</p>	<p>Reading</p> <ul style="list-style-type: none"> • STAR Reading Assessment • Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers • Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • Summative Writing Assessments (Expository, Persuasive, Narrative) • CRAFT and RPEO (Quotations)
<p>Interventions / differentiated instruction</p>	<ul style="list-style-type: none"> • Expository Pillar • Persuasive Pillar • Plot diagram • Graphic Organizers • Notes templates • Chunking • Grouping • Direct instruction • Project Shadowing • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities • STAR reading benchmarks

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Short Stories:(America Voices)</p> <ul style="list-style-type: none"> • O Captain! My Captain! – Walt Whitman • Lincoln: A Photobiography • Civil War Journal – Louisa May Alcott • Harriet Tubman – Frederick Douglas • Paul Revere’s Ride – Henry Wadsworth Longfellow <p>www.newseum.org Various nonfiction informational text for reinforcement Media Center Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Media Center Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i></p>

ELA Common Core Standards

Grade: Eight

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas 	<p>RL8:1,2,3,4,5,6,7,9,10</p> <p>RI8: 1,2,3,4,5,6,7,8,9,10</p> <p>W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10</p> <p>SL8: 1.a.b.c.d,2,3,4,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b,c,6</p>

<ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas

Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Responding to Informational Text		Unit #: 5
Course or Grade Level: 8 th Grade		Length of Time: 3 weeks
Pacing	April	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How would you apply reading strategies to enhance comprehension of informational text? • How is the central idea developed over the course of informational text? • Why is it important to understand the author’s POV or purpose when analyzing informational text? <p>Writing</p> <ul style="list-style-type: none"> • How do writers analyze, synthesize, and respond to informational text? • How do writers develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line? • Why is it important to support connotative and denotative ideas with specific details from text? • How do you choose domain specific vocabulary when writing to assure that ideas are effectively and efficiently developed? • How do you objectively summarize informational text? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Informational text features • Reading Strategies (Informational Text) • Domain specific vocabulary • Point Of View, author’s purpose, main idea <p>Writing</p> <ul style="list-style-type: none"> • Summarization strategies • Narrative, Persuasive and Expository Writing • Holistic Scoring Rubric 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Identify, understand and apply reading strategies to enhance comprehension of informational text. • Determine the central idea of a text and assess how it is developed over the course of a piece. • Determine of the meaning of words/phrases/ideas including their technical and connotative meaning and the impact of word choice. • Determine the author’s POV or purpose in a text and how they use information to convey their idea(s). • Analyze and respond to text (open-ended questions using QUASI: Restate the <i>Question</i>, <i>Answer</i> all parts, <i>Support</i> the answer with information from the text and give some <i>Insight</i>.) • Apply a 4 point rubric for scoring open-ended responses (self and others) 	

	<ul style="list-style-type: none"> ● Analyze and synthesize supplemental informational text as a means to understand author’s unique perspective (both primary and secondary sources) <p>Writing</p> <ul style="list-style-type: none"> ● Analyze and respond to informational text. ● Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line. ● Support connotative and denotative ideas with specific details from text. ● Use domain specific vocabulary effectively and efficiently. ● Cite quotations and text within the context of an idea without disrupting the flow of the piece or plagiarizing. ● Provide an objective summary of text. ● Recognize and correct errors in written work. ● Utilize a variety sentences to convey meaning, interest, and style. ● Engage in a range of collaborative discussions with peers. ● Present information to peers for discussion and evaluation. ● Analyze the purpose of information being presented and evaluate the motive behind its presentation. ● Orally present claims and findings clearly and concisely.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> ● STAR Reading Assessment ● Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers ● Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> ● Formative assessments (grammar/punctuation tests, DOL, vocabulary) ● 4 Point Rubric - Reading Response ● Summative Writing Assessments (Expository, Persuasive, Narrative)
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Expository Pillar ● Persuasive Pillar ● Plot summary ● Graphic Organizers ● Notes templates ● Chunking ● Grouping ● Direct instruction ● Project Shadowing ● Multi-sensory approach ● Peer Editing ● Pneumatic Devices ● Smart Board Activities

	<ul style="list-style-type: none"> • STAR test reading benchmarks
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<i>The Language of Literature</i> – McDougal Littell (Green, Grade 8) <i>Vocabulary of Achievement</i> – Great Source Glossary of Literary and Reading Terms Various nonfiction informational text www.newseum.org Smart Board Activities <i>Language Network Series</i> (Green – Grade 8) <i>Empowering Writers</i> (Expository, persuasive, narrative) Smart Board Activities <i>Scope Magazine</i> <i>Reader’s Theater</i>
ELA Common Core State Standards	
Grade: Eight	
Strand: Reading Standards for Literature 6-12 (RL) Reading Standards for Informational Text 6-12 (RI) Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	RL8:1,2,3,4,5,6,7,9,10 RI8: 1,2,3,4,5,6,7,8,9,10 W8:1.a.b.c.d.e,2.a.b.c.d.e.f,4,5,6,7,8,9.a.b,10 SL8: 1.a.b.c.d,2,3,4,5,6 L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6

<p>Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity</p> <p>Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing</p> <p>Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas</p> <p>Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use</p>	

<u>21st Century Themes</u>							
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X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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<u>21st Century Skills</u>							
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X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
English Language Arts Curriculum

Unit Title: Utilizing a Range of Disciplines		Unit #: 6
Course or Grade Level: 8 th Grade		Length of Time: 6 weeks
Pacing	May and June	
Essential Questions	<p>Reading</p> <ul style="list-style-type: none"> • How is reading a speech, poem, or a script for a play different from performing it? • How do particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision? • How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama? <p>Writing</p> <ul style="list-style-type: none"> • Why is it important to gather, select, and organize information from a variety of print and technical sources to conduct research projects? • How do you use technology to produce and publish a writing piece? • Why is it important to integrate and evaluate content presented in diverse formats and media? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose? 	
Content	<p>Reading</p> <ul style="list-style-type: none"> • Poetry • Drama • Literary Genres • Literary Nonfiction • Irony/Suspense/Humor <p>Writing</p> <ul style="list-style-type: none"> • Expository Writing • Persuasive Writing • Narrative Writing • Holistic Scoring Rubric 	
Skills	<p>Reading</p> <ul style="list-style-type: none"> • Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama). • Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision. • Understand and analyze plot development. • Analyze the interpretation of a film or live production’s adaptation of a story or drama. <p>Writing</p> <ul style="list-style-type: none"> • Use technology to produce and publish a writing piece. • Integrate and evaluate content presented in diverse formats and media. • Gather, select, and organize information from a variety of print and technical sources to conduct research projects. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. 	

	<ul style="list-style-type: none"> Analyze the purpose of information being presented and evaluate the motive behind its presentation. Orally present claims and findings clearly and concisely. Integrate multimedia and visual displays into presentations.
Assessments	<p>Reading</p> <ul style="list-style-type: none"> STAR Reading Assessment Formative assessments <ul style="list-style-type: none"> AR Tests Comprehension Tests QUASI (Open-ended Questions) Vocabulary tests Illustrating text ideas Graphic Organizers Response Journal (real life connections and projects) <p>Writing</p> <ul style="list-style-type: none"> Formative assessments (grammar/punctuation tests, DOL, vocabulary) 4 Point Rubric - Reading Response Summative Writing Assessments (Expository, Persuasive, Narrative) 6 point Writing Rubric Presentation Rubrics
Interventions / differentiated instruction	<ul style="list-style-type: none"> Expository Pillar Graphic Organizers Notes templates Chunking Grouping Direct instruction Project Shadowing Multi-sensory approach Peer Editing Pneumatic Devices Smart Board Activities
Inter-disciplinary Connections	<ul style="list-style-type: none"> Social Studies: Geography, Social Context, Historical Context Science: Life, Physical and Earth Health: Health and wellness issues Math: Consumer math
Lesson resources / Activities	<p>Reading</p> <p><i>The Language of Literature</i> – McDougal Littell (Green, Grade 8)</p> <p><i>Vocabulary of Achievement</i> – Great Source</p> <p>Glossary of Literary and Reading Terms</p> <p>www.newseum.org</p> <p>Smart Board Activities</p> <p>Writing</p> <p><i>Language Network Series</i> (Green – Grade 8)</p> <p><i>Empowering Writers</i> (Expository, persuasive, narrative)</p> <p>Media Center (Research and multimedia)</p> <p>Smart Board Activities</p> <p><i>Scope Magazine</i></p>

	<i>Reader's Theater</i>
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ELA Common Core Standards

Grade: Eight

Strand: Reading Standards for Literature 6-12 (RL)
Reading Standards for Informational Text 6-12 (RI)
Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

<p>Category:</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>#. Standard:</p> <p>RL8:1,2,3,4,5,6,7,9,10</p> <p>RI8: 1,2,3,4,5,6,7,8,9,10</p> <p>W8:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10</p> <p>SL8: 1.a.b.c.d,2,3,4,5,6</p> <p>L8:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p>
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Career and College Readiness Anchor Standards for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy	X	Life and Career Skills
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