

Revised September 2017 By: Carmen Quaglia

<b>LAKEHURST ELEMENTARY SCHOOL NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS CURRICULUM</b>	
<b>Content Area: English Language Arts</b>	
<b>Course Title: English Language Arts 8</b>	<b>Grade Level: 8</b>
<b>UNIT 1: Literature: Fiction Narrative Writing Portfolio Development Research-Simulated Tasks</b>	<b>September, October, November</b>
<b>UNIT 2: Informational Reading: Nonfiction Informative/Explanatory Writing Portfolio Development Research-Simulated Tasks</b>	<b>November, December, January</b>
<b>UNIT 3: Informational Reading: Nonfiction Argumentative Writing Portfolio Development Research-Simulated Tasks</b>	<b>January, February, March</b>
<b>UNIT 4: Literature and Informational Text Poetry, Portfolio Development</b>	<b>April</b>
<b>UNIT 5: Literature and Drama; Literary Analysis Portfolio Completion</b>	<b>May, June</b>

<b>LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Unit 1 Overview</b>
<b>Content Area: English Language Arts</b>
<b>Unit 1 Title: Literature: Fictional Narrative Reading and Writing; Portfolio Development</b>
<b>Target Course/Grade Level: 8</b>

**Unit 1 Summary:**

**Unit One** explores the required reading skills and strategies for the successful comprehension of fictional texts in variety of forms. The construction of creative narratives is performed effectively using the six traits and/or the writing process. Portfolio development will begin with this unit and continue throughout the year.

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-8 and Science and Technical Subjects can be accessed through the following links:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>- Literacy Standards for History/Social Studies 6-8

<http://www.corestandards.org/ELA-Literacy/RST/6-8/>- Literacy Standards for Science and Technical Subjects

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> century themes:** Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

For Standards, see: <http://www.state.nj.us/education/cccs/2014/career/>

**Learning Targets****Content Standards**

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening,  
L – Language**

<b>Number</b>	<b>Common Core Standard for Mastery</b>
	<b>READING: LITERATURE—Key Ideas and Details</b>
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.
	<b>READING: LITERATURE—Craft and Structure</b>
RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including

RL.8.5.	<p>figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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.</p>
RL.8.6	<p>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.</p>
<b>READING: LITERATURE—Integration of Knowledge and Ideas</b>	
RL.8.7	<p>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.</p>
RL.8.9	<p>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.</p>
<b>READING: LITERATURE—Range of Reading and Level of Text Complexity</b>	
RL.8.10.	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text- complexity or above, scaffolding as needed.</p>
<b>WRITING—Text Types and Purposes</b>	
W.8.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<b>WRITING—Production and Distribution of Writing</b>	

W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 <a href="#">here</a> .)
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<b>WRITING—Research to Build and Present Knowledge</b>	
W.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.
W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).</p>





<b>8.1 Educational Technology</b>	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.
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<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How is literature like life?</li> <li>• What can a reader know about an author’s intentions based on only reading of the text?</li> <li>• In what ways are all narratives influenced by bias and perspective?</li> <li>• What influences a writer to create?</li> <li>• Why is the command of the conventions of Standard English when writing and speaking a necessary skill?</li> </ul>	
<b>Unit Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• What are the important elements of fictional literature?</li> <li>• How do authors present their points of view in literature?</li> <li>• How do authors utilize the elements of literature to convey a universal truth or theme?</li> <li>• How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?</li> <li>• What are the elements of a well-developed character?</li> </ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Making predictions while reading is part of an active reading strategy to assist in comprehension.</li> <li>• Understanding an author’s purpose enhances student understanding of varied texts.</li> <li>• Writing is a recursive process, and writers draw on real-life experiences for inspiration.</li> <li>• Author’s style has many components that unify to create voice.</li> <li>• Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul>

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Collaborative learning techniques</li> <li>• Literary elements: (theme or central idea, relationship of character, setting, or plot)</li> <li>• Sequencing</li> <li>• Compare/contrast methods</li> <li>• Conflict/ resolution</li> <li>• Vocabulary strategies</li> <li>• Reading strategies for literature</li> <li>• Open-ended response format</li> <li>• Oral presentation skills</li> <li>• Conventions of electronic texts and other media</li> <li>• How to integrate technology</li> <li>• Conventions of standard English</li> <li>• How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing</li> <li>• Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Participate successfully in cooperative learning groups such as literature circles</li> <li>• Identify literary elements and provide examples from multiple works</li> <li>• Sequence events in a short story, compare/contrast characters, themes and events in two short stories</li> <li>• Identify and label the elements of plot in a short story</li> <li>• Utilize graphic organizers effectively</li> <li>• Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage</li> <li>• To identify Latin/Greek prefixes and roots</li> <li>• Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection</li> <li>• Compare/contrast the elements of literature focusing on thematic connections</li> <li>• Use the writing process to create first person and third person narratives and descriptive and speculative essays</li> <li>• Utilize literary journals to analyze literature</li> <li>• To write open-ended responses to analyze literature</li> <li>• Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis</li> <li>• Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies</li> <li>• Incorporate technology to enhance learning</li> <li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.</li> </ul>
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**LAKEHURST ELEMENTARY SCHOOL**  
**ENGLISH LANGUAGE ARTS CURRICULUM**  
 Evidence of Learning

**Formative Assessments**

- Writing Workshop
- Writing assignments
- Discussions
- PARCC Rubric
- Narrative element chart
- Graphic organizers
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Higher level thinking multiple choice tests for short stories, novels and nonfiction
- Timed reading and writing
- Literary open-ended responses
- Board Activities including student interactive and teacher lead discussions
- Multi-media projects
- Core K-12 Cluster Tests
- Presentations
- Speeches
- Debates

**Summative Assessments**

- Final drafts
- Skill specific assessments and short quizzes
- Oral presentation
- Projects/Collaborative Assessments
- Culminating unit projects and tests
- Unit/book/novel assessments
- Published works/Portfolio
- Core K-12 Test
- SGO

**Optional Equipment:**

Computers, Smartboards, overheads, interactive whiteboard, televisions, IPADS, smartphones, document camera

**Optional Teacher Resources:**

Language of Literature, 6 + 1 Traits of Writing frameworks, newspapers, magazines, writing programs, test prep materials, websites, English workshop activities, Study Island, novels, PLC materials, Core K12, Writing With Spice Book, Phunny Stuph Proofreading Exercises, Audio Accompaniment, *Bridges Reader's Coach* CD, Literature in Performance, LA Network, *Word Explorer*, *Channel One News Network Stories*: short stories in *Language of Literature Series*, Author study of Poe, Twain, London, Hughes, Giovanni (includes short stories and poems by each author).

**Suggested Readings:****Short Stories:**

- "Charles"
- "Checkouts"
- "King of Mazy May"
- "Mother to Son"
- "Legacies"
- "The Drum"
- "Choices"
- "The Tell-Tale Heart"
- "The Raven"
- "Annabel Lee"
- "Mother In Manville"
- "Ransom Of Red Chief"
- "Story of An Eyewitness"
- *Author Studies in Language of Literature Series*

**Suggested Adapted Readings, *Bridges to Literature*:**

- "Cinder Edna,"
- "No Guitar Blues,"
- "Tell-Tale Heart"
- "The Invaders"
- "High As Han Hsin,"
- "Another April"

Literary Nonfiction: Background information on time period of each author

Drama: "The Hitchhiker" play and film

Poetry: Selected poems by Poe and Giovanni, and Hughes Adapted

Poetry Reading: "On Aging."

Exemplary Unit Plan can be accessed using this link:

[http://commoncore.org/maps/index.php/maps/grades/grade\\_8/](http://commoncore.org/maps/index.php/maps/grades/grade_8/)

Exemplars of Reading Text [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

(See page 30 for Language Progressive Skills, By Grade)

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)- Learning Network
- [www.biography.com](http://www.biography.com)- biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- [www.weeklyreader.com](http://www.weeklyreader.com) informative nonfiction topics
- [text exemplars at suggested grade level](#) ELA Appendix B
- [grade level writing samples](#) ELA appendix C
- [www.achievethecore.org](http://www.achievethecore.org)
- [student tierable nonfiction literacy and current events](#)
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies

#### Modifications and Differentiated Instructional Strategies:

##### At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary

- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Special Education:**

- Follow all IEP modifications/504 plans/I&RS plans
- Use adapted reading selections (Bridges to Literature)
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily

- Provide peer tutoring
- Use a strong student as a “buddy”
- Anchor Charts
- Guided Notes
- Chunking of new material
- Preferential seating
- Small group instruction as needed
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required

- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Instructional Materials:**

**Teacher generated materials, notes, prompts, etc.**

**Flash drives**

**Paper, pens, pencils**

**Curriculum Development Resources:**

**NJ DOE website**

**District Curricula**

**Common Core State Standards**

**Teacher Notes:**

**To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:**

- **Vocabulary development,**
- **Six Plus One Traits framework**
- **The art and science of understanding and using a variety of rubrics, including the PARCC Rubric**
- **Test prep strategies**
- **Problem-Based Lessons**
- **Project Based Learning**
- **Technology Applications, as available**

**In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.**

- **Infuse various literary genres throughout this unit.**
- **Begin and maintain a writing portfolio for each student.**
- **The following foundational skills should be developed continuously throughout the year:**

**Reading:**

- **Make use of schema**
- **Reread for clarification**

- Seeking meaning of unknown vocabulary ○ Make and revise predictions ○ Draw conclusions
- Make connections: text to text, text to self, text to world
- Introduce reading strategies as articulated in Language of Literature series, SQ3R
  1. Predict
  2. Visualize
  3. Connect
  4. Question
  5. Clarify
  6. Evaluate
    - Self-selected books from Media Center and complete assigned book review
    - Select books and short stories from available Board Approved selections other than those previously articulated for the purpose of enrichment
- Incorporate informative non-fiction and media resources to relate to writing selections

#### Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop writing samples that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- ○ Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
    - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
    - Integrate “Writer’s Workshop” for the purposes of revision and publication ○ Incorporate literature circles within ELA framework
    - ○ Utilize Book Reviews as summative assessments
  - Apply 6+1 traits to Narrative Writing
  - Utilize QASI and RARE response strategies for prose constructed response

#### Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of

root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Unit 2 Overview	
<b>Content Area: English Language Arts</b>	
<b>Unit 2 Title: Informational Reading: Non-fiction; Informative/Explanatory; Portfolio Development</b>	
<b>Target Course/Grade Level: 8</b>	
<p><b>Unit Two Summary:</b> Unit Two will address Explanatory writing styles, including cause/effect and problem/solution, as well as open-ended responses. It will incorporate nonfiction with an emphasis on informational texts.</p> <p><b>Primary interdisciplinary connections:</b> Literacy Standards for History/Social Studies 6-8 and Science and Technical Subjects can be accessed through the following links:  <a href="http://www.corestandards.org/ELA-Literacy/RH/6-8/">http://www.corestandards.org/ELA-Literacy/RH/6-8/</a>- Literacy Standards for History/Social Studies 6-12  <a href="http://www.corestandards.org/ELA-Literacy/RST/6-8/">http://www.corestandards.org/ELA-Literacy/RST/6-8/</a>- Literacy Standards for Science and Technical Subjects</p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy For Standards, see: <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></p>	
<b>Content Standards</b>	
<b>RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language</b>	
<b>Number</b>	<b>Standards for Mastery</b>
	<b>READING: INFORMATIONAL TEXT—Key Ideas and Details</b>
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).

	<b>READING: INFORMATIONAL TEXT—Craft and Structure</b>
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the
	impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	<b>READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas</b>
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.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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.
	<b>READING: INFORMATIONAL TEXT—Range of Reading and Level of Complexity</b>
RI.8.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	<b>WRITING—Production and Distribution of Writing</b>
W.8.4.	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
	<b>WRITING—Research to Build and Present Knowledge</b>



	<b>SPEAKING AND LISTENING—Presentation of Knowledge and Ideas</b>
SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<b>LANGUAGE—Conventions of Standard English</b>
L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.2.	Form and use verbs in the active and passive voice.  Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  Recognize and correct inappropriate shifts in verb voice and mood.*  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  Use an ellipsis to indicate an omission.  Spell correctly.
	<b>LANGUAGE—Knowledge of Language</b>
L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

	<b>LANGUAGE—Vocabulary Acquisition and Use</b>
L.8.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
L.8.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

L.8.6.	<p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><a href="#">Language Progressive Skills</a></p> <p>Click on the link above to make sure all progressive skills are taught for every year in the grade span indicated</p>
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<p><b>9.1 21st-Century Life &amp; Career Skills</b></p> <p><b>9.3 Career Awareness, Exploration, and Preparation</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p><b>Technology Standards</b></p> <p><b>8.1 Educational Technology</b></p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What do good readers do, especially when they don't comprehend a text?</li> <li>• How does <i>what</i> I read influence <i>how</i> I should read it?</li> <li>• Why am I writing? Who am I writing for?</li> </ul>	
<p><b>Unit Questions</b></p> <ul style="list-style-type: none"> <li>• How is the reader's comprehension and interpretation of text affected by personal experiences?</li> <li>• How do students utilize nonfiction strategies to comprehend informational text?</li> <li>• How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts?</li> <li>• How are different Explanatory/Expository paradigms utilized to create effective writing?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Personal experience affects the reader's point of view.</li> <li>• Reading informational texts requires different reading strategies.</li> <li>• Explanatory writing has different applications and purposes.</li> <li>• Explanatory paradigms can affect their reading and comprehension of nonfiction texts.</li> <li>• Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul>

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Various forms of nonfiction</li> <li>• Vocabulary in context</li> <li>• Writing process</li> <li>• Open-ended response format</li> <li>• Transitions words and phrases</li> <li>• Genre-appropriate vocabulary</li> <li>• Discussion techniques</li> <li>• Peer review</li> <li>• Graphic organizers and their usage</li> <li>• How to utilize technology</li> <li>• Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling</li> <li>• Adhere to MLA format when referencing materials.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze and evaluate various forms of informational text.</li> <li>• Recognize and utilize vocabulary words that enhance textual understanding.</li> <li>• Apply the Writing Process to create Explanatory/Expository writing.</li> <li>• Use a variety of transition words, phrases and clauses to convey sequence in Explanatory writing.</li> <li>• Use precise language and vocabulary to inform about or explain the topic.</li> <li>• Engage in collaborative discussion groups.</li> <li>• Pose questions relating to the Unit theme.</li> <li>• Respond to others' questions and comments.</li> <li>• Use graphic organizers to analyze nonfiction texts and plan Explanatory writing.</li> <li>• Use technology to enhance investigation of informational texts.</li> <li>• Integrate multimedia and visual displays into presentations.</li> <li>• Evaluate writing with peer review.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.</li> <li>• Use MLA format to reference the drama or related research.</li> </ul>
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LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM Evidence of  
Learning

**Formative Assessments**

- Writing Workshop
- Writing assignments
- Discussions

- PARCC Rubric
- Narrative elements chart
- Graphic organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Multiple choice tests with higher level thinking skills for short stories, novels, and nonfiction
- Timed reading and writings
- Literary open-ended responses
- Multi-media projects
- Teacher Generated Rubrics
- Board Activities including Student Interactive and Teacher Lead Discussions
- Presentations
- Speeches
- Debates

#### **Summative Assessments**

- Final drafts
- Oral presentation
- Reflective journal
- Projects/Collaborative Assessments
- Culminating unit projects and tests
- Unit assessments
- Published works/Portfolio
- SGO

Skill Specific assessments and short quizzes  
Core K-12 Test

#### **Optional Equipment:**

**Computers, Smartboards, overheads, interactive whiteboard , IPADS, smartphones**

**Optional Teacher Resources:**

Language of Literature, 6 + 1 Traits of Writing, television, newspapers, magazines, writing programs, Test prep materials, websites, English workshop activities, Study Island, novels, PLC materials, Core K-12, Writing With Spice Book, Audio Accompaniment, *Bridges Reader's Coach CD*, *Literature in Performance*, *LA Network*, *Word Explorer*, *Channel One News Network*

Stories: short stories in *Language of Literature Series*, Author study of Poe, Twain, London, Hughes, Giovanni (includes short stories and poems by each author for the purpose of selecting a research subject).

**Suggested Readings:**

- "Story of an Eyewitness"
- "King of Mazy May"
- "Mother to Son"
- "Legacies"
- "The Drum"
- "Choices"
- "Knoxville, Tennessee"
- "from Grandmothers"
- "The Tell-Tale Heart"
- "The Raven"
- "Annabel Lee"
- *Author Studies in Language of Literature Series*
- "The Million Pound Bank Note"
- "Comedy Knight"
- "A Fable"
- "Roughing It"
- Background resources from media center and public library
- Supplemental selections by the author in addition to those listed are recommended for the research paper.

**Suggested Adapted Readings: *Bridges to Literature*:**

- "Wilma Mankiller"
- "Cesar Chavez"
- "Roberto Clemente"
- "Growing Up in a World of Darkness"

**Literary Nonfiction:** Background information on time period of each author, biographical information on selected author

**Poetry:** Selected poems by Poe, Giovanni, and Hughes

**Novel Study:**

- *The Call of the Wild*
- *The Giver*
- *I, Juan de Pareja*
- *The Contender*
- *Flowers for Algernon*
- *Rumble Fish*

Exemplary Unit Plan can be accessed using this link:

[http://commoncore.org/maps/index.php/maps/grades/grade\\_8/](http://commoncore.org/maps/index.php/maps/grades/grade_8/)

**Exemplars of Reading Text**

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) (See page 30 for Language Progressive Skills, By Grade)

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com) Learning Network
- [www.biography.com](http://www.biography.com) biographies
- <http://www.pbs.org/teachers> social studies / science/ language arts resources
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- <http://www.weeklyreader.com>
- [text exemplars at suggested grade level](#) ELA Appendix B
- [grade level writing samples](#) ELA appendix C
- [www.achievethecore.org](http://www.achievethecore.org)
- [www.newsela.com](http://www.newsela.com)
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies

### **Modifications and Differentiated Instructional Strategies:**

#### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

### Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

### Special Education:

- Follow all IEP modifications/504 plans/I&RS plans
- Use adapted reading selections (Bridges to Literature)
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy”
- Anchor Charts
- Guided Notes
- Chunking of new material
- Preferential seating
- Small group instruction as needed
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

### Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept

puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Instructional Materials:**

**Teacher generated materials, notes, prompts, etc.**

**Flash drives**

**Paper, pens, pencils**

**Curriculum Development Resources:**

**NJ DOE website**

**District Curricula**

**Common Core Standards**

**Teacher Notes:**

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework
- The art and science of understanding and using a variety of rubrics, including the NJ State Holistic Rubric
- Test prep strategies
- project based learning

- Problem-Based Lessons
- Technology Applications, as available

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- Infuse various literary genres throughout this unit.
- Maintain a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions ○ Draw conclusions
  - Make connections: text to text, text to self, text to world ○ Determine relevance of sources to thesis statement
  - Utilize reading strategies to extract significant facts about self-selected author for purposes of research ○ Utilize reading strategies to improve reading comprehension (as outlined in Unit One) ○ Self select books from media center and complete assigned book review.
  - Select books and short stories from available Board approved selections, other than those previously articulated for the purpose of enrichment
  - Incorporate informative non-fiction and media sources and relate to writing selections.

**Writing:**

- **Use written and oral English appropriate for various purposes and audiences.**
  - **Create and develop texts that include the following text features:**
    - **Development:** the topic, theme, stand/perspective, argument or character is fully developed
    - **Organization:** the text exhibits a discernible progressions of ideas
    - **Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice
    - **Word choice:** the words are precise and vivid
  - **Create and develop texts that include the following language conventions:**
    - **Sentence formation:** sentences are complete and varied in length and structure
    - **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
    - **Integrate “Writer’s Workshop”** for the purposes of revision and publication
    - **Incorporate literature circles** within ELA framework
    - **Utilize Book Reviews** as summative assessments
  - **Apply 6+1 writing traits to nonfiction informative and explanatory writing tasks.**
  - **Connect and analyze each selection with thesis statement**
  - **Compose source cards**
  - **Compose notecards**

- **Develop an accurate works cited page**
- **Incorporate in-text citations**
- **Utilize graphic organizer to create a preliminary outline**
- **Compose rough draft**
- **Produce research based expository piece in MLA format consisting of 2-3 pages of text**
- **Incorporate journaling to accompany novel study including summary, significant quote and explanations, identify literary devices and their purpose, and provide insight and analysis**
- **Various PBL’s relating to a variety of topics drawn from selections and media resources.**
- **Utilize QASI or RARE strategies for prose constructed response**

### Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
  2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
  3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
  4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headlinewriting fashion, students will begin to sort out main ideas from details of the text.
  5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
  6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
  7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
  9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
NEW JERSEY STUDENT LEARNING STANDARDS**

**Unit 3 Overview**

**Content Area: English Language Arts**

**Unit 3 Title: Informational Reading: Non-Fiction; Argument Writing, Research-Based Tasks; Portfolio Development**

**Target Course/Grade Level: 8**

**Unit 3 Summary:**

**Unit Three will explore the types of nonfiction, especially the argumentative essay. Differentiating between fact and opinion and applying higher level critical thinking skills, students will evaluate and compare/contrast varied texts. During writing instruction, students will employ the writing process to compose, revise, and edit argumentative essays and editorials.**

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-8 and Science and Technical Subjects can be accessed through the following links:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>- Literacy Standards for History/Social Studies 6-8

<http://www.corestandards.org/ELA-Literacy/RST/6-8/>- Literacy Standards for Science and Technical Subjects

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> century themes:** Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy

For Standards, see: <http://www.state.nj.us/education/cccs/2014/career/>

**Learning Targets**

**Content Standards**

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

**Number**

**Common Core Standard for Mastery**

**READING: INFORMATIONAL TEXTS—Key Ideas and Details**

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.  Analyze how a text makes connections among and distinctions between

RI.8.3.	individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	<b>READING: INFORMATIONAL TEXT—Craft and Structure</b>
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	<b>READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas</b>
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.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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.
	<b>READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity</b>
RI.8.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	<b>WRITING—Text Types and Purposes</b>

W.8.1.	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style, academic style, approach and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
<b>WRITING—Production and Distribution of Writing</b>	

W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.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.
W.8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
<b>WRITING—Research to Build and Present Knowledge</b>	

<p>W.8.8.</p> <p>W.8.9</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 8 Reading standards to literature (e.g., “Analyze 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”).</p> <p>Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>
	<p><b>Writing—Range of Writing</b></p>
<p>W.8.10</p>	<p>Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
	<p><b>SPEAKING AND LISTENING—Comprehension and Collaboration</b></p>
<p>SL.8.1</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>

<p>SL.8.2.</p> <p>SL.8.3.</p>	<p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p><b>SPEAKING AND LISTENING—Presentation of Knowledge and Ideas</b></p>	
<p>SL.8.4.</p> <p>SL.8.5.</p> <p>SL.8.6.</p>	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>LANGUAGE—Conventions of Standard English</b></p>	





<p><b>9.1 21st-Century Life &amp; Career Skills</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>9.3 Career Awareness, Exploration, and Preparation</b></p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

## Technology

<p><b>8.1 Educational Technology</b></p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>
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### Essential Questions

- How is the reader's comprehension and interpretation of text affected by personal experiences?
- How does language influence the way we think, act, and perceive the world?
- How does point of view affect interpretation?
- How do we determine what is true?
- How do I express myself clearly to others?

### Unit Questions

- How do authors present their points of view in various forms of informational texts?
- As a writer, what techniques do you use to persuade your audience?
- As a writer, how do you create and support an claim in writing or in speech?
- How can readers compare and contrast various points of view?
- How does your recognition of fact and opinion affect your understanding of the text?

### Unit Enduring Understandings

*Students will understand that...*

- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Persuasion comes in various forms.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.

<ul style="list-style-type: none"> <li>• <b>What are the various forms of argumentative writing and other mediums?</b></li> </ul>	
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• <b>How to cite textual evidence</b></li> <li>• <b>Argumentative/ persuasive jargon</b></li> <li>• <b>argumentative structure</b></li> <li>• <b>Open-ended response format</b></li> <li>• <b>How to differentiate point of view</b></li> <li>• <b>Conflicting viewpoints</b></li> <li>• <b>Compare/contrast</b></li> <li>• <b>Evaluate text</b></li> <li>• <b>Genre-specific terminology</b></li> <li>• <b>How to support an argument</b></li> <li>• <b>Steps of the writing process</b></li> <li>• <b>Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling</b></li> <li>• <b>How to utilize technology and evaluate reliable sources</b></li> <li>• <b>Effective speaking techniques</b></li> <li>• <b>Adhere to MLA format when referencing materials.</b></li> </ul>	<p><b>Unit Objectives</b> <i>Student will be able to...</i></p> <ul style="list-style-type: none"> <li>• <b>Cite textual evidence to support an argument.</b></li> <li>• <b>Determine the meaning of persuasive words as they are used in the texts.</b></li> <li>• <b>Compare and contrast the structure of persuasive texts and analyze how they differ</b></li> <li>• <b>Determine the author’s point of view and purpose of the text</b></li> <li>• <b>Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></li> <li>• <b>Evaluate the advantages and disadvantages of using different mediums.</b></li> <li>• <b>Delineate and evaluate the argument and specific claims in a text.</b></li> <li>• <b>Analyze text which provides conflicting information on the same topic.</b></li> <li>• <b>Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence.</b></li> <li>• <b>Use genre-specific terminology to persuade readers.</b></li> <li>• <b>Employ the steps of the writing process to create effective writings.</b></li> <li>• <b>Conduct short research projects to support a point of view, develop or prove a thesis.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Evaluate a speaker’s argument as to soundness and relevance to the topic.</b></li> <li>• <b>Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.</b></li> <li>• <b>Acknowledge new information presented by others and justify their own views in light of the evidence presented.</b></li> <li>• <b>Integrate multimedia and visual displays to support point of view.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.</li> <li>• Use MLA format to reference the drama or related research.</li> </ul>
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**LAKEHURST ELEMENTARY SCHOOL**  
**ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning**

**Formative Assessments**

- Writing Workshop
- Writing assignments
- Discussions
- PARCC Rubric
- Narrative Element Chart
- Graphic organizers
- Journals
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Multiple choice tests with higher level thinking skills for short stories, novels and nonfiction
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects
- Board Activities including student interactive and teacher lead discussions
- Teacher generated rubrics
- presentations
- speeches
- debates

**Summative Assessments**

- Final drafts
- Oral presentation
- Reflective journal
- Projects/Collaborative assessments
- Culminating unit projects and tests
- Unit/Novel assessments
- Published works/Portfolio
- Skills assessments and short quizzes
- SGO

Post Core K-12 Test

**Optional Equipment:**

**Computers, Smartboards, overheads, interactive whiteboard , IPADS, smartphones**

**Optional Teacher Resources:**

Language of Literature, 6 + 1 Traits of Writing, television, newspapers, magazines, writing programs, Test prep materials, websites, English workshop activities, Study Island, novels, PLC materials, Core K-12, Writing With Spice Book, Audio Accompaniment, *Bridges Reader's Coach CD*, *Literature in Performance*, *LA Network*, *Word Explorer*, *Channel One News Network*, *Phunny Stuph Exercises*, Documentaries pertaining to Holocaust, Scope and supplemental periodicals, Jewish Partisan Foundation, Graded samples from previous state tests, graphic organizers, workbooks designed to coach and guide persuasive writing, media center and public library resources

**Suggested Readings:**

Short Stories: "Flowers for Algernon"

**Suggested Literary Nonfiction Readings:**

- "from All But My Life"
- "A Diary from Another World"
- "from The Last Seven Months of Anne Frank"
- "from Lincoln: A Photobiography"
- "from Harriet Tubman: Conductor in the Underground Railroad"
- Self-Select nonfiction for book review and oral presentation "Who are the Ninety-Nines?"

**Suggested Adapted Readings:**

- "Earthquakes"
- "The Rosewell Incident"

**Drama and Film:**

- "The Diary of Anne Frank"
- Film Version of "The Diary of Anne Frank"
- Documentary about Gerda Weismann Kleinn
- Various documentaries available about Holocaust

**Poetry:**

- "O Captain! My Captain!"
- "Wagon of Shoes"

Exemplary Unit Plan can be accessed using this link:

[http://commoncore.org/maps/index.php/maps/grades/grade\\_8/](http://commoncore.org/maps/index.php/maps/grades/grade_8/)

Exemplars of Reading Text

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

(See page 30 for Language Progressive Skills, By Grade)

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)- Learning Network
- [www.biography.com](http://www.biography.com)- biographies
- <http://www.pbs.org/teachers> social studies / science/ language arts resources
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- <http://www.weeklyreader.com> for informative non-fiction topics
- [text exemplars at suggested grade level](#) **ELA Appendix B**
- [grade level writing samples](#) **ELA appendix C**
- [www.achievethecore.org](http://www.achievethecore.org)
- [www.newsela.com](http://www.newsela.com)
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies

### **Modifications and Differentiated Instructional Strategies:**

#### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

#### Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **Special Education:**

- Follow all IEP modifications/504 plans/I&RS plans
- Use adapted reading selections (Bridges to Literature)
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy”
- Anchor Charts
- Guided Notes
- Chunking of new material
- Preferential seating
- Small group instruction as needed
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept

- puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
  - Organize and offer flexible small group learning activities
  - Provide whole group enrichment explorations
  - Teach cognitive and methodological skills
  - Use center, stations, or contracts
  - Organize integrated problem-solving simulations
  - Debrief students
  - Propose interest-based extension activities
  - More/less time as appropriate
  - Timelines and checkpoints
  - Small group instruction as needed
  - Anchor activities
  - Instructional technology as needed/required
  - Additional enrichment texts/resources/assignments provided as needed based on student ability
  - Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
  - Guided practice in combination with independent exploration
  - Heterogeneous students grouping
  - Movement from teacher-directed learning to student-directed learning
  - anchor charts
  - guided notes
  - preferential seating

<p><b>Instructional Materials:</b></p> <p><b>Teacher generated materials, notes, prompts, etc.</b></p> <p><b>Flash drives</b></p> <p><b>Paper, pens, pencils</b></p> <p><b>Curriculum Development Resources:</b></p> <p><b>NJ DOE website</b></p> <p><b>District Curricula</b></p> <p><b>Common Core State Standards</b></p>	
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**Teacher Notes:**

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework
- The art and science of understanding and using a variety of rubrics, including the PARCC rubric
- Test prep strategies
- Problem-Based Lessons
- Project-Based Learning
- Technology Applications, as available

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- Infuse various literary genres throughout this unit.
- Maintain a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world
  - Determine relevance of sources to thesis statement
  - Utilize reading strategies to extract significant facts about self-selected author for purposes of research
  - Utilize reading strategies to improve reading comprehension (as outlined in Unit One)
  - Self select books from media center and complete assigned book review.

- Select books and short stories from available Board approved selections, other than those previously articulated, for the purpose of enrichment.
- Incorporate informative non-fiction and media sources to relate to writing selections

### Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Incorporate literature circles within ELA framework
- Utilize Book Reviews as summative assessments
- Apply 6+1 Writing Traits to informational and expository writing, nonfiction, persuasive writing, research based tasks, and portfolio development.
- Utilize RARE or QASI as response strategies for open ended questions.
- Connect and analyze each selection with thesis statement
- Incorporate in-text citations
- Utilize graphic organizer to create persuasive writing pieces
- Produce research based expository piece in MLA format consisting of 2-3 pages of text
- Incorporate journaling to accompany literature study including summary, significant quote and explanations, identify literary devices and their purpose, and provide insight and analysis
- Various PBLs relating to Anne Frank
- Utilize graded samples of persuasive writing from previous state tests
- Use variety of persuasive prompts related to reading selection and current issues.

Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the

text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS Unit 4 Overview	
<b>Content Area: English Language Arts</b>	
<b>Unit 4 Title: Literature and Informational Text; Poetry; Portfolio Development</b>	
<b>Target Course/Grade Level: 8</b>	
<p><b>Unit 4 Summary:</b> This unit will review literature and informational texts. In addition, various forms of poetry will be explored. Students will employ the writing process to compose, revise, and edit narrative, explanatory, and argumentative writing styles. Assessment skills will also be reviewed.</p> <p><b>Primary interdisciplinary connections:</b> Literacy Standards for History/Social Studies 6-8 and Science and Technical Subjects can be accessed through the following links:  <a href="http://www.corestandards.org/ELA-Literacy/RH/6-8/">http://www.corestandards.org/ELA-Literacy/RH/6-8/</a>- Literacy Standards for History/Social Studies 6-8  <a href="http://www.corestandards.org/ELA-Literacy/RST/6-8/">http://www.corestandards.org/ELA-Literacy/RST/6-8/</a>- Literacy Standards for Science and Technical Subjects</p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy For Standards, see: <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></p>	

Learning Targets	
<b>Content Standards</b>	
<b>RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language</b>	
Number	Standard for Mastery
	<b>READING: INFORMATIONAL TEXT– Key Ideas and Details</b>
RI.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5.	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	<b>READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas</b>
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.8.8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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.
	<b>READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity</b>
RI.8.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
	<b>READING: LITERATURE—Key Ideas and Details</b>
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.
	<b>READING: LITERATURE—Craft and Structure</b>

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.
<b>READING: LITERATURE—Integration of Knowledge and Ideas</b>	
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the

	director or actors.
<b>SPEAKING AND LISTENING—Comprehension and Collaboration</b>	
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>SPEAKING AND LISTENING—Presentation and Knowledge of Ideas</b>	

SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	<b>LANGUAGE—Conventions of Standard English</b>
L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  Form and use verbs in the active and passive voice.
	<b>LANGUAGE—Knowledge of Language</b>
L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
	<b>LANGUAGE—Vocabulary Acquisition and Use</b>

<p>L.8.4.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p>L.8.5.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
<p>L.8.6.</p>	<p>Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b>21st-Century Life &amp; Career Skills</b></p>	
<p><b>9.1 21st-Century Life &amp; Career Skills</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>9.3 Career Awareness, Exploration, and Preparation</b></p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p><b>Educational Technology</b></p>	

**8.1 Educational  
Technology**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**Essential Questions**

- **How has literature changed over time?**
- **How does writing clarify our thinking?**
- **How do writers engage their readers?**
- **How can poetry be defined?**

### Unit Questions

- What are the important elements of fictional literature?
- How do authors present their points of view in literature?
- How do authors utilize the elements of literature to convey a universal truth or theme?
- How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?
- How is the reader's comprehension and interpretation of text affected by personal experiences?
- How do students utilize nonfiction strategies to comprehend informational text?
- How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts?
- How are different Explanatory/Expository paradigms utilized to create effective writing?
- How does an author use elements of poetry to create varied poetic forms?
- How do poetic forms vary according to author's tone and purpose?
- How does figurative language enhance an emotional response from an audience?
- How do students demonstrate the command of the conventions of standard English when writing and speaking?

### Unit Enduring Understandings

*Students will understand that...*

- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Persuasion comes in various forms.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Elements of poetry create varied poetic forms
- Author's tone and purpose will clarify understanding of a poem
- Figurative language allows authors to develop emotional responses within audiences.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening

<p><b>Unit Objectives</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Collaborative learning techniques</li> <li>• Literary elements</li> <li>• Sequencing</li> <li>• Compare/contrast methods</li> <li>• Conflict/ resolution</li> <li>• Vocabulary strategies</li> <li>• Reading strategies for literature</li> <li>• Open-ended response format</li> <li>• Oral presentation skills</li> <li>• Conventions of electronic texts and other media</li> <li>• How to integrate technology</li> <li>• Conventions of standard English</li> <li>• How to successfully incorporate writing strategies to develop narrative descriptive, and speculative writing</li> <li>• Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling</li> <li>• How to cite textual evidence</li> <li>• Argumentative jargon</li> <li>• Argumentative structure</li> <li>• Open-ended response format</li> <li>• How to differentiate point of view</li> <li>• Conflicting viewpoints</li> <li>• Compare/contrast</li> <li>• Evaluate text</li> <li>• Genre-specific terminology</li> <li>• How to support an argument</li> <li>• Steps of the writing process</li> <li>• Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Participate successfully in cooperative learning groups such as literature circles</li> <li>• Identify literary elements and provide examples from multiple works</li> <li>• Sequence events in a short story, compare/contrast characters, themes and events in two short stories</li> <li>• Identify and label the elements of plot in a short story</li> <li>• Utilize graphic organizers effectively</li> <li>• Apply vocabulary strategies such as semantic map to decode, understand word in context, and to increase advanced vocabulary usage</li> <li>• To identify Latin/Greek prefixes and roots</li> <li>• Read grade appropriate texts aloud and engage in sustained silent reading using various reading strategies and reflection</li> <li>• Compare/contrast the elements of literature focusing on thematic connections</li> <li>• Use the writing process to create first person and third person narratives and narrative essays</li> <li>• Utilize literary journals to analyze literature</li> <li>• To write open-ended responses to analyze literature</li> <li>• Deliver and critique oral presentations based upon literary readings, inquiry and research, and analysis</li> <li>• Analyze and evaluate electronic texts and other media forms using sound, listening, and viewing strategies</li> <li>• Incorporate technology to enhance learning</li> <li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.</li> <li>• Cite textual evidence to support an argument.</li> </ul>
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<p>(commas, ellipses and dash), and spelling</p> <ul style="list-style-type: none"> <li>• How to utilize technology and evaluate reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the meaning of persuasive words as they are used in the texts.</li> <li>• Compare and contrast the structure of persuasive texts and analyze how they differ</li> </ul>
<ul style="list-style-type: none"> <li>• Effective speaking techniques</li> <li>• Analyze and evaluate a variety of poetic forms</li> <li>• Examine various forms of poetry</li> <li>• Examine poetic techniques and their purposes</li> <li>• Utilize graphic organizers to compare and contrast poetic forms and poems</li> <li>• Work effectively in collaborative groups</li> <li>• Participate appropriately in class discussion</li> <li>• Utilize web-based poetry collections</li> <li>• Create and present original poetry</li> <li>• Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the author's point of view and purpose of the text</li> <li>• Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>• Evaluate the advantages and disadvantages of using different mediums.</li> <li>• Delineate and evaluate the argument and specific claims in a text.</li> <li>• Analyze text which provides conflicting information on the same topic.</li> <li>• Write arguments to support claims and develop a point of view using logical reasoning and relevant evidence.</li> <li>• Use genre-specific terminology to persuade readers.</li> <li>• Employ the steps of the writing process to create effective writings.</li> <li>• Conduct short research projects to support a point of view, develop or prove a thesis.</li> <li>• Evaluate a speaker's argument as to soundness and relevance to the topic.</li> <li>• Engage in a range of collaborative discussions, such as literature circles, peer review, student/teacher conferences.</li> <li>• Acknowledge new information presented by others and justify their own views in light of the evidence presented.</li> <li>• Integrate multimedia and visual displays to support point of view.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.</li> </ul>

	<ul style="list-style-type: none"><li>• Identify how authors employ various poetic techniques</li><li>• Identify various forms of poetry</li><li>• Create original works of poetry based on traditional poetic paradigms</li><li>• Evaluate poetry for various purposes</li><li>• Compare and contrast various poetic forms and poems</li><li>• Participate in collaborative groups and discussions</li></ul>
	<ul style="list-style-type: none"><li>• Effectively utilize technology</li><li>• Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking</li><li>• Use the PARCC scoring rubric to drive essay writing</li></ul>

LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
Evidence of Learning

**Formative Assessments**

- Writing Workshop
- Writing assignments
- Discussions
- PARCC Rubric
- Narrative element chart
- Graphic organizers
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Multiple choice tests with higher level thinking skills for ghost stories, novels, nonfiction, drama, and poetry
- Timed reading and writing

- Literary open-ended responses
- Multi-media projects
- Board Activities including student interactive and teacher lead discussions
- Speeches
- Presentations
- Debates

#### **Summative Assessments**

- Final drafts
- Oral presentation
- Projects/Collaborative assessments
- Culminating unit projects and tests
- Unit/book/novel assessments
- Published works/Portfolio
- SGO
- Skill specific assessments and short quizzes

#### **Optional Equipment:**

- **Computers, Smartboards, overheads, interactive whiteboard, television, IPADS, smartphones**

#### **Optional Teacher Resources:**

Language of Literature, 6 + 1 Traits of Writing, newspapers, magazines, writing programs, Test prep materials, websites, English workshop activities, Study Island, novels, PLC materials, Core K-12, Writing With Spice Book, Audio Accompaniment, *Bridges Reader's Coach*, *Literature in Performance*, *LA Network*, *Word Explorer*, *Channel One News Network*, *Phunny Stuph Exercises*, Scope and supplemental periodicals, Graded samples from previous state tests, graphic organizers, workbooks designed to coach and guide persuasive writing, media center and public library resources

**Literary Nonfiction: Informational texts are related to selected stories, current events and background info on poetry**

#### **Suggested Readings:**

##### **Short Stories:**

- "Flowers For Algernon"
- "The Moustache"
- "The Lady or the Tiger"

### Drama, Film, and speeches

- **“Who’s on First?”**
- **“Speech”**
- **Film: Flowers for Algernon**
- **“The Lady or The Tiger” Poetry:**
- **“The Ballad of the Harp-Weaver”**
- **“The Charge of the Light Brigade”**
- **“Child on Top of a Greenhouse”**
- **“The Choice”**
- **“Fear”**
- **The Flower-Fed Buffaloes**
- **“Identity”**
- **“I’m Making a List”**
- **“I Stepped from Plank to Plank”**
- **“Jazz Fantasia”**
- **“the lesson of the moth”**
- **“Lift Every Voice and Sing”**
- **“A Loaf of Poetry”**
- **“Me Madre”**
- **“Mourning Grace”**
- **“old age sticks”**
- **“The Other Pioneers”**

- **“Paul Revere’s Ride”**
- **“Simile: Willow and Ginko”**
- **“Southbound on the Freeway”**
- **“Speech to the Young”**
- **“Stopping by Woods on a Sunny Evening”**
- **“ A Story That Could be True”**
- **“This Land is Your Land”**
- **“We Alone”**
- **“What is Success?”**
- **“who knows if the moon’s”**

**Suggested Adapted Readings, Bridges to Literature:**

**Short Stories:**

- “Acceptance”

**Drama/Film/Speeches:**

- “Jade Stone”
- “Speech”

**Poetry:**

- “Carver”
- “Dust of Snow”
- “Elevator”
- “Haiku”
- “Happy Thought”
- “Daybreak in Alabama”
- “Graffiti”
- “Some People”
- “Almost Human”
- “Point of View”
- “Nikki-Rosa”

Exemplary Unit Plan can be accessed using this link:

[http://commoncore.org/maps/index.php/maps/grades/grade\\_8/](http://commoncore.org/maps/index.php/maps/grades/grade_8/)

Exemplars of Reading Text

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)- Learning Network
- [www.biography.com](http://www.biography.com)- biographies
- <http://www.pbs.org/teachers> social studies / science/ language arts resources
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- [www.weeklyreader.com](http://www.weeklyreader.com) informative non-fiction topics
- [text exemplars at suggested grade level](#) ELA Appendix B
- [grade level writing samples](#) ELA appendix C
- [achievethecore.org](http://achievethecore.org)

- [student tierable non-fiction literacy and current events](#)
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies

### **Modifications and Differentiated Instructional Strategies:**

#### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities

- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Special Education:**

- Follow all IEP modifications/504 plans/I&RS plans
- Use adapted reading selections (Bridges to Literature)
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy”
- Anchor Charts
- Guided Notes
- Chunking of new material
- Preferential seating
- Small group instruction as needed
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
  - Guided practice in combination with independent exploration
  - Heterogeneous students grouping
  - Movement from teacher-directed learning to student-directed learning
  - anchor charts
  - guided notes
  - preferential seating

**Instructional Materials:**

**Teacher generated materials, notes, prompts, etc.**

**Flash drives**

**Paper, pens, pencils**

**Curriculum Development Resources:**

**NJ DOE website**

**Common Core State Standards**

**Teacher Notes:**

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework
- The art and science of understanding and using a variety of rubrics, including the PARCC rubric
- Test prep strategies
- Problem-Based Lessons
- Project Based Learning
- Technology Applications, as available

In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.

- Infuse various literary genres throughout this unit.
- Continue to develop working writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

**Reading:**

- Make use of schema
- Reread for clarification
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions
  - Draw conclusions
  - Make connections: text to text, text to self, text to world
  - Self select books from media center and complete assigned book review.
  - Utilize reading strategies to improve reading comprehension (as outlined in Unit 1).
  - Utilize Venn Diagrams to compare and contrast key elements of poems such as Theme or universal truth, Literary Devices and their purpose/effect, point of view, speaker
  - Select books and short stories from available Board Approved selections other than those previously articulated for the purpose of enrichment
  - Incorporate informative non-fiction and media resources to relate to writing selections

## Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.
- Incorporate literature circles within ELA framework
- Utilize Book Reviews as summative assessments
- Apply 6+1 traits to Literature, Drama, Informational text, poetry and portfolio development
- Utilize QASI and RARE response strategies for prose constructed response
- Incorporate in-text citations
- Utilize graphic organizer to create argumentative writing pieces
- Incorporate journaling to accompany literature study including summary, significant quote and explanations, identify literary devices and their purpose, and provide insight

## and analysis

- Various PBLs relating to selected stories and poems addressing social issues.
- Utilize graded samples of various writing prompts from previous state tests
- Use variety of writing prompts related to reading selection and current issues.
- Apply literary devices, universal truths by writing and orally presenting various types of poetry
- Self-Select poetry models to assemble and write a collection of different styles of poetry
- Research Based PBLs addressing issues that are related to stories and poems.

## Reading Strategies:

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce

the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
  3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
  4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
  5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
  6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
  7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
  9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL NEW JERSEY STUDENT LEARNING STANDARDS ENGLISH LANGUAGE ARTS Unit 5 Overview	
<b>Content Area: English Language Arts</b>	
<b>Unit 5 Title: Literature and Drama</b>	
<b>Target Course/Grade Level: 8</b>	
<p><b>Unit 5</b> This unit will examine themes in myths, legends, folktales, and drama. Students will employ the writing process to compose, revise, and edit literary analysis essays. Portfolio assessment will be completed.</p> <p><b>Primary interdisciplinary connections:</b> Literacy Standards for History/Social Studies 6-8 and Science and Technical Subjects can be accessed through the following links:  <a href="http://www.corestandards.org/ELA-Literacy/RH/6-8/">http://www.corestandards.org/ELA-Literacy/RH/6-8/</a>- Literacy Standards for History/Social Studies 6-8  <a href="http://www.corestandards.org/ELA-Literacy/RST/6-8/">http://www.corestandards.org/ELA-Literacy/RST/6-8/</a>- Literacy Standards for Science and Technical Subjects</p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></p> <p><b>21<sup>st</sup> century themes:</b> Global Awareness; Civic Literacy; Environmental Literacy; Health Literacy; Financial, Economic, Business, and Entrepreneurial Literacy For Standards, see: <a href="http://www.state.nj.us/education/cccs/2014/career/">http://www.state.nj.us/education/cccs/2014/career/</a></p>	

Learning Targets	
<b>Content Standards</b> RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
<b>Number</b>	<b>Common Core Standard for Mastery</b>
	<b>READING: LITERATURE– Key Ideas and Details</b>

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 course of the text, including its relationship to the characters, setting, and 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. the text over the plot

	<b>READING: LITERATURE – Craft and Structure</b>
RL.8.4.	Determine the meaning of words and phrases as they are used in a text, i figurative and connotative meanings; analyze the impact of specific word 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 differing structure of each text contributes to its meaning and style.
	<b>READING: LITERATURE—Integration of Knowledge and Ideas</b>
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made director or actors.
	<b>SPEAKING AND LISTENING—Comprehension and Collaboration</b>
SL.8.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or researched material under explicitly draw on that preparation by referring to evidence on the topic, t issue to probe and reflect on ideas under discussion.</p> <p>Follow rules for collegial discussions and decision-making, track progress t specific goals and deadlines, and define individual roles as needed.</p> <p>Pose questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations, and ideas.</p>

SL.8.2.	Acknowledge new information expressed by others, and, when warranted qualify or justify their own views in light of the evidence presented.
SL.8.3.	Analyze the purpose of information presented in diverse media and form visually, quantitatively, orally) and evaluate the motives (e.g., social, com political) behind its presentation.  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>SPEAKING AND LISTENING—Presentation and Knowledge of Ideas</b>	
SL.8.4.	Present claims and findings, emphasizing salient points in a focused, cohe manner with relevant evidence, sound valid reasoning, and well-chosen d use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5.	Integrate multimedia and visual displays into presentations to clarify infor strengthen claims and evidence, and add interest.

SL.8.6.	Adapt speech to a variety of contexts and tasks, demonstrating command formal English when indicated or appropriate.
<b>LANGUAGE—Conventions of Standard English</b>	
L.8.1.	Demonstrate command of the conventions of standard English grammar usage when writing or speaking.  Explain the function of verbals (gerunds, participles, infinitives) in general their function in particular sentences.  Form and use verbs in the active and passive voice.  Form and use verbs in the indicative, imperative, interrogative, condition subjunctive mood.  Recognize and correct inappropriate shifts in verb voice and mood.*
L.8.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  Use an ellipsis to indicate an omission.  Spell correctly.
<b>LANGUAGE—Knowledge of Language</b>	

L.8.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the acti expressing uncertainty or describing a state contrary to fact).</p>
<b>LANGUAGE—Vocabulary Acquisition and Use</b>	
L.8.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues meaning of a word (e.g., precede, recede, secede).</p>
L.8.5.	<p>c. Consult reference materials (e.g., dictionaries, glo thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase ( checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>Use the relationship between particular words to better understand each words.</p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)</p>
L.8.6.	<p>Acquire and use accurately grade-appropriate general academic and dom specific words and phrases; gather vocabulary knowledge when considering word or phrase important to comprehension or expression.</p>
<b>21st Century Themes</b>	

<p><b>9.1 21st-Century Life &amp; Career Skills</b></p> <p><b>9.3 Career Awareness, Exploration, and Preparation</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, problem-solving skills needed to function successfully as both global citizens workers in diverse ethnic and organizational cultures.</p> <p>All students will apply knowledge about and engage in the process of care awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p><b>Technology Standards</b></p>	
<p><b>8.1 Educational Technology</b></p>	<p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and create and communicate knowledge.</p>

**Essential Questions**

- How does culture influence drama?
- How do people connect?
- What information do I need in order to complete the assignment/project?
- What resources are available?
- How do I know it is a good source?
- What is a reasonable answer? Does my solution work out in a real-world context?
- How can I express complex ideas using simple terms?

**Unit Questions**

- How can students compare and contrast literary genres?
- How do students develop an understanding of history through oral tradition?
- How are the elements of drama different from other genres?
- How will students use the writing process to analyze literary works.
- What are the necessary techniques used when reading drama aloud?

**Unit Enduring Understandings**

*Students will understand that...*

- Myths, legends, folk talks, and drama each have distinct characteristics.
- Oral tradition is woven through the development of various genres.
- Drama utilizes unique format different from other genres.
- Literary analysis requires critical thinking skills to evaluate a piece of literature.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.

**Unit Objectives***Students will...*

- Utilize the reading process to compare and contrast literary genres
- Create connections from the past to develop and understanding of the present
- Use the writing process to analyze literary works.
- Relevant Literary Terms (theme or central idea, relationship of character, setting, or plot)
- Apply grammar conventions including functions of verbals, forms of verbs, verb active/passive voice and mood, punctuation (commas, ellipses and dash), and spelling
- Analyze how particular lines of dialogue in a story or drama propel the action, reveal aspects of the character, or provoke a decision.
- Adhere to MLA format when referencing materials.

**Unit Objectives***Students will be able to...*

- Read , analyze, and discuss myths, legends, and folk tales
- Recognize the historical importance in these genres
- Use the writing process to develop a literary analysis essay.
- Maintain an ongoing list of literary terms.
- Recognize the effect of dialogue on the reader.
- Demonstrate command of the conventions of standard English grammar and usage, in addition to vocabulary and figurative language, when writing and speaking.
- Use MLA format to reference the drama or related research.

LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS  
Evidence of Learning

**Formative Assessments**

- Writing Workshop
- Writing assignments
- Discussions
- PARCC Rubric
- Narrative Element Chart
- Graphic organizers
- Cooperative teaching groups
- Teacher-constructed rubric assessments
- Peer editing
- Self-evaluation form
- Teacher observations
- Do-nows
- Teacher conferences
- Speaking rubric
- Video viewing questions
- Multiple choice tests with higher level thinking skills for short stories, novels and non-fiction
- Timed reading and writing
- Literary open-ended responses
- Multi-media projects
- Board Activities including student interactive and teacher lead discussions
- Debates
- Presentations
- Speeches

**Summative Assessments**

- Final drafts
- Skills specific assessments and short quizzes
- Oral presentation
- Culminating unit projects and tests
- Projects/Collaborative assessments
- Unit tests
- Unit/Book/Novel assessments
- Published works/Portfolio
- Skills assessments and short quizzes
- SGO

**Optional Equipment:**

Computers, Smartboards, overheads, interactive whiteboard, television ,IPADS, smartphones

**Optional Teacher Resources:**

Language of Literature, 6 + 1 Traits of Writing, newspapers, magazines, writing programs, Test prep materials, websites, English workshop activities, Study Island, novels, PLC materials, Core K-12, Writing With Spice Book, Audio Accompaniment, *Bridges Reader's Coach*, *Literature in Performance*, *LA Network*, *Word Explorer*, *Channel One News Network*, *Phunny Stuph Exercises*, Documentaries pertaining to Holocaust, Scope and supplemental periodicals, Jewish Partisan Foundation, Graded samples from previous state tests, graphic organizers, workbooks designed to coach and guide persuasive writing, media center and public library resources

**Suggested Readings:****Short Stories:**

- "The Bet"
- "The Monkey's Paw"
- "The Third Wish"
- "Raymond's Run"
- "Stop the Sun"
- "The Treasure of Lemon Brown"

**Drama:**

- "The Hitchiker"
- "Who's On First?"
- 

**Oral Tradition/Folk Tales**

- "John Henry"
- "Paul Bunyan and Babe, the Blue Ox"
- "Pecos Bill"
- "The Souls in Purgatory"
- "The Girl in the Lavender Dress"
- "Otoonah"
- "Racing the Great Bear"
- "Strawberries"
- "The Woman in the Snow"

## Suggested Adapted Readings, Bridges to Literature:

### Drama:

- “Prince and the Pauper”

### Oral Tradition/Folk Tales:

- “Fa Mulan”
- “Rabbit Foot: A Story of the Peacemaker”

Exemplary Unit Plan can be accessed using this link:

[http://commoncore.org/maps/index.php/maps/grades/grade\\_8](http://commoncore.org/maps/index.php/maps/grades/grade_8)

/ Exemplars of Reading Text

[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) (See page 30 for Language Progressive Skills, By Grade)

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)- Learning Network
- [www.oceancountypd.org](http://www.oceancountypd.org)- teacher resources
- [www.biography.com](http://www.biography.com)- biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- [http://www.liketoread.com/reading\\_strategies.php](http://www.liketoread.com/reading_strategies.php)
- <http://www.weeklyreader.com> [informative nonfiction topics](#)
- [text exemplars at suggested grade level](#) ELA Appendix B
- [grade level writing samples](#) ELA appendix C
- [achievethecore.org](http://achievethecore.org)
- [www.newsela.com](http://www.newsela.com)
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/)- Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/)- Literacy strategies

### **Modifications and Differentiated Instructional Strategies:**

#### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

### Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

### Special Education:

- Follow all IEP modifications/504 plans/I&RS plans
- Use adapted reading selections (Bridges to Literature)
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy”
- Anchor Charts
- Guided Notes
- Chunking of new material
- Preferential seating
- Small group instruction as needed
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

### Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept

puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- anchor charts
- guided notes
- preferential seating

**Instructional Materials:**

**Teacher generated materials, notes, prompts, etc.**

**Flash drives**

**Paper, pens, pencils**

**Curriculum Development Resources:**

**NJ DOE website**

**Common Core State Standards**

**Teacher Notes: To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:**

- **Vocabulary development,**
- **Six Plus One Traits framework**
  - **The art and science of understanding and using a variety of rubrics, including the PARCC**

**Rubric**

- **Test prep strategies**
- **Problem-Based Lessons**
  - **Project-Based Learning**
- **Technology Applications, as available**

**In addition to the Unit focus, the expectation is that multi-genre studies will be integrated into each unit.**

○ Infuse various literary genres throughout this unit. ○ continue writing portfolio for each student.

○ The following foundational skills should be developed continuously throughout the year:

Reading: ○ Make use of

schema ○ Reread for clarification

○ Seeking meaning of unknown vocabulary

○ Make and revise predictions

○ Draw conclusions

○ Make connections: text to text, text to self, text to world

○ Determine relevance of sources to thesis statement

○ Utilize reading strategies to extract significant facts about self-selected author for purposes of research

○ Self select books from media center and complete assigned book review.

○ Select books and short stories from available Board approved selections, other than those previously articulated, for the purpose of enrichment

○ Incorporate informative nonfiction and media resources to relate to writing selections

○ Apply 6+1 writing traits assignments related to literature, drama, oral tradition and portfolio completion

○ Utilize QASI and RARE response strategies for open ended questions

Writing

○ Use written and oral English appropriate for various purposes and audiences.

○ Create and develop texts that include the following text features:

○ Development: the topic, theme, stand/perspective, argument or character is fully developed

○ Organization: the text exhibits a discernible progressions of ideas

Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice

Word choice: the words are precise and vivid

Create and develop texts that include the following language conventions:

Sentence formation: sentences are complete and varied in length and structure

Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Incorporate literature circles within ELA framework

Utilize Book Reviews as summative assessments

Connect and analyze each selection with thesis statement

Incorporate in-text citations

Utilize graphic organizer to create persuasive writing pieces

Incorporate journaling to accompany literature study including summary, significant quote and explanations, identify literary devices and their purpose, and provide insight and analysis

Utilize graded samples of persuasive writing from previous state tests

Use variety of persuasive prompts related to reading selection and current issues.

Utilize writer's workshop for a variety of writing prompts including reflective writing.

Collaborative visual presentations for the purpose of literary analysis and synthesis of information

Final portfolio reflection

Incorporate informative nonfiction and media sources to relate to writing selection

**Reading Strategies:**  Children will [use a variety of fix-up strategies](#) to read unfamiliar words.

Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

- Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
- Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
- Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
- Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
- Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
- Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Additional resource list of websites to utilize technology in the classroom:**

**And now, for the list of Cool Tools to explore! .....**

**A-E**

- [Animoto](#): Create video slideshows (see [Animoto for Education](#))
- [Awesome Highlighter](#): Highlight information on webpages, annotate them, and then send others to a page made uniquely for you with the highlights and comments
- [Bitstrips for Schools](#): Simple way to create comics for your classroom (there is a fee involved, but there's a free trial)
- [Blabberize](#): Animate pictures to make the people, animals, or objects appear as if they are talking
- [Bubble.us](#): Brainstorm ideas into an automatic idea web
- [Chick Machine](#): Create an avatar, add it to your email signature or wiki page
- [ClassChats.com](#): Free way to connect classrooms around the world
- [CoolText Graphics Generator](#) - Create text banners for printable student work, PowerPoint presentations, websites, videos, or any digital student product.
- [Co-Sketch](#): Multi-user online whiteboard to quickly visualize and collaborate without even registering.
- [Creatly](#): Create professional looking online diagrams with up to 3 collaborators for free
- [Dabbleboard](#): Visualize, draw, explore, and collaborate with an online whiteboard
- [Delicious](#): Social bookmarking tool
- [Diigo](#): Visit webpages, highlight text, add stickynotes and annotate your thinking
- [DomoAnimate](#): Create an animated cartoon - complete with music and dialogue bubbles
- [DoingText](#): Web-based collaborative writing and editing without signing up
- [Doodle](#): Schedule meetings quickly and see when everyone is available - all in one place
- [ePals](#): Connect with students around the world in a project based learning environment

**F-I**

- [Flickr](#): Organize, annotate, and share your photos with the world
- [iCUE](#): Collaborative and online interactive learning center with games, challenges, videos, and discussions
- [EverNote](#): Make notes and organize them online
- [Glogster](#): Make an interactive poster with text, images, music, and video
- [Go Animate](#): Create unique computer animated stories or cartoons

- [Google Docs](#): Collaboratively create, store, and share documents, spreadsheets, presentations, and online forms
- [Google Lit Trips](#): Follow or create virtual road trips to align with great literature
- [Google Maps](#): Create and personalize your own maps
- [Google Moderator](#): Enable your audience (students, etc) to actively post or prioritize questions or surveys that are viewable by all ([example](#))
- [Groups](#): Free online social networking tool to set up your own community, with blogs, wikis, chat rooms, discussions, calendars, and more.
- [iBreadcrumbs](#): Recording toolbar for your web browser keeps a bibliographic log of where you've been
- [Image Detective](#): Scaffold students exploration of images and development of document based questions and inquiry with this tool
- [Imagination Cubed](#): Multi-user drawing tool with a pen, stamp, line, or typing tool - can replay your drawings too in action
- [KeepVid](#): Download streaming videos

**J-N**

- [Jing](#): Snap a picture or record a short video and share instantly on the web
- [Jog the Web](#) synchronous guide to a series of web sites / author can create guiding questions and annotate each web page  
Its step by step approach of taking viewers through web sites allowing the author to annotate and ask guiding questions for each page is unique.
- [Kideos](#): Online kids video network with safe videos for young children to view and use in their projects
- [KidZui](#): Download a free and safe Internet browser for kids
- [Letterpop](#): Create eye popping newsletters (free plan to publish up to 10 newsletters)
- [MeBeam](#): Create your own chatroom - just type in a title and invite people to join
- [National Geographic Young Explorer](#): Listen and Read Stories about science and animals
- [Notefish](#): Track your web inquiries with automatically bibliography generator and annotate/organize your reflections

**O-Q**

- [Off the Charts Web Karaoke](#): Listen to or create your own songs
- [Pageflakes](#): Create a personalized homepage with all of your electronic tools and social networks
- [Palbee](#): Set up free web video conferences or video chat rooms and record your presentations to share with others

- [Penzu](#): Easy journal-writing tool
- [Phonetically Intuitive English](#): A Chrome extension that adds diacritics to English words to make their American English pronunciations crystal clear
- [Picasa 3](#): Edit your photos and store/display them online (for Macs only)
- [PIXresizer](#) is a free photo resizing program to easily create web and e-mail friendly versions of your images with reduced file sizes.
- [Photostory 3 for Windows](#): Teachers can download and use for free (example) - [Digital Storytelling Guide](#) to get started with examples
- [Pivot Stickfigure Animator](#) Create stick figure animations easily and save as an animated .gif file. WINDOWS ONLY
- [Podcast Generator](#): Create, upload, and publish podcasts in a web format
- [Prezi](#): Online presentation tool like Powerpoint

## R-T

- [RealeBooks.com](#): Read or create striking picture books to share with the world
- [Remix America](#): Remix the great words, speeches, and images of American History
- [Scootpad](#)
- [Scrapblog](#): Create and share digital scrapbooks
- [Sharendipity](#): Build and employ interactive games, widgets, and other educational learning tools
- [Skitch.com and Skitch](#): Take screenshots, edit them, and then upload to share with others
- [Shidonni](#): Draw virtual pets and then play with them
- [Slideshare](#): Upload and share powerpoint presentations loaded with audio podcasts
- [Skype](#): Free audio or video conference calls
- [Storybird](#): Collaborative storytelling with families, friends, and real artists art
- [Stixy](#): Online bulletin board to share notes, photos, documents, and to do lists
- [Text 2 Mind Map](#): The text-to-mind-map converter
- [TimeToast](#): Create interactive timelines and share them on the web
- [Trailfire](#): Create your own educational trails on the Internet
- [ToonDoo](#): The Cartoon Strip Creator

## U-W

- [Vimeo](#): Free video sharing environment
- [Vixeynet](#): Download and convert video files (including YouTube Flash videos) to MPEG4 (AVI/MOV/MP4/MP3/3GP)

- [VoiceThread](#): Group conversations around images, documents, and video (see Education examples)
- [Voki](#): Create personalized speaking avatars
- [Wallwisher](#): Online notice board maker
- [Webspiration](#): Online visual thinking tool
- [WebNote](#): A very simple online note taking tool - puts all your notes on the page.
- [Weebly](#): Create a free website and blog
- [Wetoku](#): Online interview tool that automatically records, saves, and prepares for embedding and sharing with others.
- [WetPaint](#): Another free wiki creator with a different look - mix all the best features of wikis, blogs, forums, and more
- [Wiggio](#): A social networking online toolkit to send emails, surveys, set up video conferences, & keep track of group tasks
- [Wikidot in Education](#): Create your own wikispace for classroom use
- [Wikispaces for Educators](#): Create your own wikispace for your personal or classroom use
- [WordSift](#): Visualize text and improve your vocabulary
- [Worldometers](#) - World wide statistics updated in real time. See the world statistics for populations, births, deaths - numbers of tonnes of food eaten, water drunk etc etc etc. This is an amazing site which will keep you and your class occupied for a long time!
- [Wordle](#): Beautiful Word Clouds

## X-Z

- [YouTube Grabber](#): Download YouTube videos to use in your classroom
- [YouSendIt](#): Send and track large digital files too big for an email box
- [XtraNormal](#): Type something and it turns into a movie (you write the script and direct the action!)
- [Zamzar](#): Download YouTube videos (and other files) and save in any format
- [zinepal](#) Students can create pdf and ebooks for sharing
- [Zotero](#): Collect, cite, manage, and share your research sources