

Gloucester Township School District
Grade 8 ELA Unit 3: MP 3
A Moral Compass

Unit Title: A Moral Compass

Essential / Guiding Question(s):
How can life experience shape our values?

Content

Texts:

- “Abuela Invents the Zero” by Judith Ortiz Cofer (short story)
- “Home” by Anton Chekhov (short story excerpt)
- “A Celebration of Grandfathers” by Rudolfo Anaya (essay)
- “Mother to Son” by Langston Hughes (poem)
- *Little Women* by Louisa May Alcott (novel excerpt)
- *The Adventures of Tom Sawyer* (Chapter 2) by Mark Twain (novel excerpt)
- “Born Worker” by Gary Soto (short story)
- “Ode to Thanks” by Pablo Neruda (poem)
- “The Little Boy Lost”/“The Little Boy Found” by William Blake (poem)
- “A Poison Tree” by William Blake (poem)
- “Mandatory Volunteer Work for Teenagers” by StudySync (pro/con op-ed)

Full-Text Study:

- *Monster* by Walter Dean Myers (fiction)

Exemplar Texts (Recommended):

- “Abuela Invents the Zero” by Judith Ortiz Cofer (short story)
- “Home” by Anton Chekhov (short story excerpt)
- “Mother to Son” by Langston Hughes (poem)
- *The Adventures of Tom Sawyer* (Chapter 2) by Mark Twain (novel excerpt)
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Key Reading Skills	Key Grammar Skills	Key Vocabulary	Key Writing Skills	Extended Writing Project
<ul style="list-style-type: none"> ● Theme ● Character ● Main or Central Idea ● Tone ● Compare and Contrast ● Plot ● Point of View ● Media ● Story Structure ● Allusion ● Poetic Structure ● Figurative Language ● Connotation and Denotation ● Word Relationships ● Author’s Purpose ● Reasons and Evidence 	<ul style="list-style-type: none"> ● Participles and Participial Phrases ● Spelling Possessives ● Using Commas ● Verbals ● Verb Moods ● Commas, Ellipses, and Dashes 	<ul style="list-style-type: none"> ● See Marking Period #3 Vocabulary List <ul style="list-style-type: none"> ○ 8th Grade Vocabulary Resources ● 2018 Vocabulary Handbook 	<ul style="list-style-type: none"> ● Thesis Statement ● Audience and Purpose ● Organize Argumentative Writing ● Supporting Details ● Introductions ● Transitions ● Conclusions ● Style ● Sources and Citations ● Career Development 	<p>Students will write a literary analysis essay using the exemplar texts and writing skills learned throughout the unit.</p> <p>Teacher Edition: p. 409 Student Edition: p. 77</p>

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Extended Writing Project <ul style="list-style-type: none"> ○ Literary Analysis Essay ● Optional Research Project <ul style="list-style-type: none"> ○ Available to view online <ul style="list-style-type: none"> ■ Enter Core ELA 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Vocabulary Quizzes and Tests <ul style="list-style-type: none"> ○ 8th Grade Vocabulary Resources ● Comprehension Quizzes (StudySync) ● Think Questions ● Close Reads/Annotations
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- Click Unit 3: A Moral Compass Core ELA Unit
- Click **Research** on left sidebar

- Writing Prompts (Prose Constructed Responses)
- Independent Reading

New Jersey Student Learning Standards

Standards & Indicators:

Progress Indicators for Reading Literature

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10. 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.

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Progress Indicators for Reading Informational Text

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.

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.

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.

Progress Indicators for Writing

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

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

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W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

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. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. 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").

W.8.10. 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.

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Progress Indicators for Speaking and Listening

SL.8.1. 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.

- A. 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.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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.

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.

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Progress Indicators for Language

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. 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.

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.

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.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

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.

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).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

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.

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- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP 7.** Employ valid and reliable research strategies.
- CRPS.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRPII.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Progress Indicators for Educational Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
 - o 8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
 - o 8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
 - o 8.1.P.B.1: Create a story about a picture taken by the student on a digital camera or mobile device.
 - o 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.
 - C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - D. Digital Citizenship: Students understand human, cultural, and societal issues related to the intellectual property.
 - o 8.1.8.0.4: Assess the credibility and accuracy of digital content.
 - o 8.1.8.0.5: Understand appropriate uses for social media and the negative consequences of misuse.
 - E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Central Idea/ Enduring Understanding:

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

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Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

The research process requires the use of a variety of resources to ensure validity. Proficient researchers utilize various media, including Internet sources, to gather information. They also understand that sources can be misleading and therefore need to be carefully analyzed and critiqued for accuracy and reliability. The Internet is a vast world of information that needs to be evaluated for reliable information.

The Internet has both advantages and disadvantages to its use. The Internet should be used in a safe and ethical manner to ensure privacy and safe use.

Intellectual property belongs to the author/developer. Stealing intellectual property, just like stealing anything, is unacceptable and must be avoided.

Technology is important, but human thought and purpose drives the impact of technology. A tool is only as good as the person using it.

Technology can have positive or negative impact on both users and those affected by their use.

Technology can be used in a variety of ways for learning and collaboration.

Technology is constantly changing and requires continuous learning of new skills.

Learning is a continuous process throughout life. In a global society, the need to continue to learn is of great importance.

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Stage 3: Learning Plan

Learning Opportunities/ Strategies
Instructional Path

Recommended Exemplar Texts

The Big Idea

- **Blast:** Service with a Smile [Lesson Plan](#)
- **External Resources:** [Kohlberg's Theory of Moral Development](#) (handout)

"Abuela Invents the Zero" by Judith Ortiz Cofer (short story)

Student Companion pp. 4-9; 9 minute audio

- First Read: [Lesson Plan](#)
 - **Grammar:** Participles and Participial Phrases
- **Skill:** Theme [Lesson Plan](#)
- **Skill:** Character [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** "[The Psychology of Embarrassment, Shame, and Guilt](#)" (online article)

"Home" by Anton Chekhov (short story excerpt)

Student Companion pp. 10-20; 22 minute audio

- First Read: [Lesson Plan](#)
- **Skill:** Character [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** "[Do As I Say...](#)"

"A Celebration of Grandfathers" by Rudolfo Anaya (essay)

Student Companion pp. 21-28; 14 minute audio

- First Read: [Lesson Plan](#)
 - **Grammar:** Spelling Possessive Forms

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- **Skill:** Central or Main Idea [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **Blast:** Family Matters [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [What is Chicano?](#) (article)

“Mother to Son” by Langston Hughes (poem)

Student Companion pp. 29-32; 1 minute audio

- First Read: [Lesson Plan](#)
- **Skill:** Tone [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [“Lessons From Failure: Why We Try, Try Again”](#) (CommonLit article)

Little Women by Louisa May Alcott (novel excerpt)

Student Companion pp. 33-39; 8 minute audio

- First Read: [Lesson Plan](#); **StudySync TV:** 7 minutes
- **Skill:** Plot [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **Blast:** Lending a Hand [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [Altruism](#) (YouTube Video; 3:30 min.)

The Adventures of Tom Sawyer (Chapter 2) by Mark Twain (novel excerpt)

Student Companion pp. 40-45; 7 minute audio

- First Read: [Lesson Plan](#); **StudySync TV:** 9 minutes
- **Skill:** Point of View [Lesson Plan](#)
- **Skill:** Media [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **Blast:** Opposite Day [Lesson Plan](#)
- **Blast:** Taming the Wild Waters [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [Clip of Opening Scene](#) (YouTube; stop at 10:10 min.)

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“Born Worker” by Gary Soto (short story)

Student Companion pp. 46-57; 20 minute audio

- First Read: [Lesson Plan](#); **StudySync TV**: 6 minutes
 - **Grammar**: Using Commas to Signal Pause or Separation
- **Skill**: Story Structure [Lesson Plan](#)
- **Skill**: Allusion [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **Blast**: The Trickster’s Classroom [Lesson Plan](#)
- **Blast**: Cool in the Pool! [Lesson Plan](#)
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: [“The Myth of Working Hard vs. Working Smart”](#) (article)

“Ode to Thanks” by Pablo Neruda (poem)

Student Companion pp.58-62; 2 minute audio

- First Read: [Lesson Plan](#)
- **Skill**: Poetic Structure [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: [“How Expressing Gratitude Might Change Your Brain”](#) (article)

“The Little Boy Lost”/“The Little Boy Found” by William Blake (poem)

Student Companion pp. 63-66; 1 minute audio

- First Read: [Lesson Plan](#); **StudySync TV**: 6 minutes
- **Skill**: Figurative Language [Lesson Plan](#)
- **Skill**: Connotation and Denotation [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources**: Access Handouts; Vocabulary
- **External Resources**: [William Blake Biography](#) (YouTube; 3 min.)

“A Poison Tree” by William Blake (poem)

Student Companion pp. 67-70; 1 minute audio

- First Read: [Lesson Plan](#)

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- **Skill:** Allusion [Lesson Plan](#)
- **Skill:** Word Relationships [Lesson Plan](#)
- Close Read: [Lesson Plan](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [“The Psychology of Revenge”](#) (article and video; 3 min.)

“Mandatory Volunteer Work for Teenagers” by StudySync (pro/con op-ed)

Student Companion pp. 71-76; 9 minute audio

- First Read: [Lesson Plan](#)
- **Skill:** Author’s Purpose and Author’s Point of View [Lesson Plan](#)
- **Skill:** Reasons and Evidence [Lesson Plan](#)
- **Skill:** Compare and Contrast [Lesson Plan](#)
- **Skill:** Career Development [Lesson Plan](#); [Student Model #1](#); [Student Model #2](#)
- Close Read: [Lesson Plan](#) and [Graphic Organizer](#)
- **StudySync Resources:** Access Handouts; Vocabulary
- **External Resources:** [“5 Reasons Why You Should Volunteer”](#) (article)

Unit Wrap

- **Blast:** A Moral Compass [Lesson Plan](#)

Full Text Study

Monster by Walter Dean Myers (novel)

- Available to view online
 - Click **Library**
 - Search “Walter Dean Myers”
 - Click **Monster** on far right

Extended Writing Project

Extended Writing Project: Literary Analysis (pp. 78-72)

- [Lesson Plan](#)

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Extended Writing Project: Prewrite (pp. 83-84)

- [Lesson Plan](#)

Skill: Thesis Statement (pp. 85-86)

- [Lesson Plan](#)

Blast: Audience and Purpose

- [Lesson Plan](#)

Skill: Organize Argumentative Writing (pp. 87-90)

- [Lesson Plan](#)
- [Graphic Organizer #1](#)
- [Graphic Organizer #2](#)

Skill: Supporting Details (pp. 91-93)

- [Lesson Plan](#)

Extended Writing Project: Plan (pp. 94-96)

- [Lesson Plan](#)

Skill: Introductions (pp. 97-99)

- [Lesson Plan](#)

Blast: Transitions

- [Lesson Plan](#)

Skill: Conclusions (pp. 100-102)

- [Lesson Plan](#)

Extended Writing Project: Draft (pp. 103-104)

- [Lesson Plan](#)
- [Grammar](#): Verbals

Skill: Style (pp. 105-108)

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- [Lesson Plan](#)

Extended Writing Project: Revise (pp. 109-110)

- [Lesson Plan](#)
- [Grammar](#): Verb Moods

Skill: Sources and Citations (pp. 111-114)

- [Lesson Plan](#)

Extended Writing Project: Edit, Proofread, and Publish (pp. 115-116)

- [Lesson Plan](#)
- [Grammar](#): Commas, Ellipses, and Dashes to Indicate a Pause/Break

Differentiation

- See Teacher Guide p. viii
- See [Accommodations & Modifications Appendix](#)