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## **STANHOPE SCHOOL LANGUAGE ARTS CURRICULUM 2012**

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Demands have driven the increased necessity for an . . . . To that end, this curriculum strives to address all of the . . . . New Jersey Core Curriculum Content Standards (CCCS), the federal requirements established under No Child Left Behind (NCLB), and the needs of everyday, reality-based communication.

It must be understood that the purpose of this curriculum is to be a general guide to both the specific language arts skills as well as the other curricula in which those skills should be implemented. It would be counterproductive to ignore the expertise and competence of the individual classroom teachers. Nevertheless, everyone benefits when instruction is codified, thereby ensuring continuity, eliminating redundancy, and facilitating a more comprehensive mastery of both the individual skills and the curricula in which those skills are essential.

In order to achieve the learning targets stated within this curriculum, individual teachers must teach relevant and age-appropriate language arts skills, demonstrate their application in a variety of areas, and most importantly, hold the students accountable for consistently applying those skills. Contrary to previously held educational philosophies, current thought and practice recognizes that language arts skills do not exist, nor can they be taught, in a vacuum. In order for those skills to have relevance, they must be applied outside the language arts classroom. Although this may sound like a daunting task, in actuality it simplifies instruction by allowing the teacher to target standards from many disciplines with one activity. The true measure of successful instruction is when students readily and instinctively apply their acquired language arts skills across the curricula and in their everyday lives.

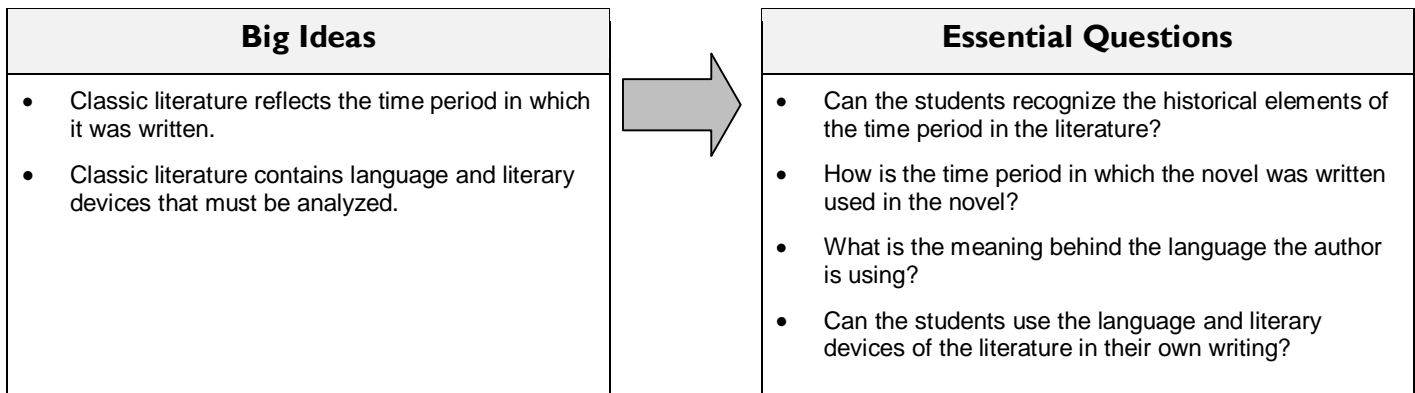
### GENERAL GOALS FOR LANGUAGE ARTS

- **Speaking-** Students should be able to express their thoughts verbally in a clear, concise, animated manner before a variety of audiences and for a variety of purposes.
- **Listening-** Students should be able to demonstrate actively that they can interpret, evaluate, and appropriately respond to information given orally in a variety of settings.
- **Writing-** Students should be able to write in a clear, concise, and organized style that reflects an awareness of a specific audience and a specific purpose.
- **Reading-** Students should be able to comprehend a variety of materials utilizing various reading skills including but not limited to word attack skills, context clues, and phonics.
- **Thinking-** Students should be able to demonstrate progressive use of critical thinking skills through their growing sophistication in speaking, listening, writing, and reading.

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## Novels

Time frame	Marking Periods 1-4
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Global Awareness</li> <li>•Critical Thinking and Problem Solving</li> <li>•Communication and Collaboration</li> <li>•Media Literacy</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Social studies, science, technology



Learning Targets-students will be able to
<ul style="list-style-type: none"> <li>• Recall and analyze story elements</li> <li>• Recall facts about time period in which literature was written</li> <li>• Examine historical elements in literature</li> <li>• Analyze the language and literary devices in literature</li> <li>• Use the literature vocabulary in student writing</li> <li>• Compare and contrast different presentations of the same story</li> <li>• Connect their individual and class reading to other aspects of their personal life as well as the world at large</li> </ul>

Story Elements	Story Genres	Literary Devices	Skills
<ul style="list-style-type: none"> <li>• Setting (where and when)</li> <li>• Plot/Main idea</li> <li>• Characterization (traits, motivations, feelings)</li> <li>• Conflict (major problem or problems)</li> <li>• Climax</li> <li>• Resolution</li> <li>• Suspense</li> </ul>	<ul style="list-style-type: none"> <li>• Folktales</li> <li>• Dramas</li> <li>• Myths/Traditional stories</li> <li>• Fantasy</li> <li>• Fables</li> <li>• Poetry               <ul style="list-style-type: none"> <li>○ soliloquy</li> <li>○ sonnet</li> </ul> </li> <li>• Mystery</li> <li>• Adventure</li> <li>• General fiction</li> <li>• Biography</li> <li>• Historical text</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Mood/tone</li> <li>• Theme</li> <li>• Good vs. Evil (protagonist vs. antagonist)</li> <li>• Dialogue</li> <li>• Irony</li> <li>• Humor</li> <li>• Euphemism</li> <li>• Flashback</li> <li>• Foreshadowing</li> <li>• Figurative Language               <ul style="list-style-type: none"> <li>○ Similes</li> <li>○ Metaphors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Quote accurately from a text</li> <li>• Identify connotation/denotation (word meanings)</li> <li>• Summarize</li> <li>• Sequence</li> <li>• Connecting</li> <li>• Drawing inferences</li> <li>• Cause/effect</li> <li>• Author's purpose</li> <li>• Chronology</li> <li>• Structure analysis</li> <li>• Synthesis of information from various sources</li> </ul>

ext	<ul style="list-style-type: none"> <li>○ Alliteration</li> <li>○ Hyperbole</li> <li>○ Idiom</li> <li>○ Onomatopoeia</li> <li>○ Oxymoron</li> <li>○ Analogies</li> <li>○ Allusions</li> <li>○ Extended metaphor</li> </ul>	<ul style="list-style-type: none"> <li>● Identify &amp; evaluate textual support</li> <li>● Story element/textual aspect interaction analysis</li> </ul>
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## Content Standards

### Reading: Literature

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
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.
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.
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.
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.
9. 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.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

### Reading: Informational Text

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.

### Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.

### Speaking and Listening

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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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## Learning Activities

- Scaffolding
- Modeling
- Teacher-led discussions
- Teacher circulation
- Use of technological tools
- Teacher created class webpage

- Interdisciplinary Activities
- Cooperative Learning Activities
- Read aloud
- Performing the literature in front of class/audience
- Webquests
- Video presentations
- PowerPoint presentations/note taking
- Various literature vocabulary practices
- Short non-fiction readings and discussion
- Study guide questions
- Class discussions
- Interactive whiteboard

## Differentiation

- Dependent and independent group work
- Diagnostic Assessment
- Cooperative Learning (Flexible Grouping)
- Tiered activities, assignments, and assessments
- Hands-on activities

- Kinesthetic Activities
- Re-teach and enrichment activities
- Study Guides
- Use of technological tools

## Assessment

- Formal and informal teacher observation
- Test/Quizzes
- Performance evaluation with rubric
- Class discussions/participation

- Homework/class work
- Oral question responses
- Rubrics
- Student self-evaluation

## Resources

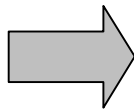
*The Pearl* . John Steinbeck  
*A Christmas Carol* . Charles Dickens  
*A Midsummer Night's Dream* . William Shakespeare  
*Inherit the Wind* . Jerome Lawrence and Robert E. Lee  
 Edhelper.com articles  
 Discovery Education Website  
 LitPlan Teacher Pack CDs . Teachers & Pet Publications  
*The Renaissance for Students: A History of the Renaissance* . Schlessinger Media  
*The Renaissance for Students: Everyday Life in the Renaissance* . Schlessinger Media  
*Shakespeare Tragedies* . The Standard Deviants  
*William Shakespeare's A Midsummer Night's Dream* directed by Michael Hoffman 1999  
*A Midsummer Night's Dream* directed by Peter Hall 1968  
 Various supplemental teacher guides

## Grade 5 – Prose & Poetry

Time frame	Marking Period 1-4
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Global Awareness</li> <li>•Civic Literacy</li> <li>•Information Literacy</li> <li>•ICT Literacy</li> <li>•Initiative and Self-Direction</li> <li>•Productivity and Accountability</li> <li>•Creativity and Innovation</li> <li>•Critical Thinking and Problem Solving</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Social studies, science, technology

### Big Ideas

- Students can be successful when reading at their own pace and reading level.
- Reading is not an isolated activity; it is connected to and used in all areas of life.

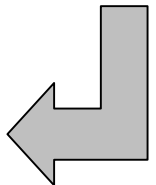


### Essential Questions

- How can students choose reading material that is appropriate for their individual needs?
- How is the reading connected to other areas of the world?

### Learning Targets-students will be able to

- Recall and analyze story elements
- Assess chosen reading material for grade-level appropriateness and skill-level suitability
- Apply knowledge of non-fiction reading to class discussions of literature
- Analyze and apply knowledge of rubric when responding to prose
- Connect their individual and class reading to other aspects of their personal life as well as the world at large
- Draw and support conclusions based on reading
- Compose short essay responses to text containing supporting evidence and outside connections



Story Elements	Story Genres	Literary Devices	Skills
<ul style="list-style-type: none"> <li>• Setting (where and when)</li> <li>• Plot/Main idea</li> <li>• Characterization (traits, motivations, feelings)</li> <li>• Conflict (major problem or problems)</li> <li>• Climax</li> <li>• Resolution</li> <li>• Suspense</li> </ul>	<ul style="list-style-type: none"> <li>• Folktales</li> <li>• Dramas</li> <li>• Myths/Traditional stories</li> <li>• Fantasy</li> <li>• Fables</li> <li>• Poetry               <ul style="list-style-type: none"> <li>○ soliloquy</li> <li>○ sonnet</li> </ul> </li> <li>• Mystery</li> <li>• Adventure</li> <li>• General fiction</li> <li>• Biography</li> <li>• Historical text</li> <li>• Scientific text</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Mood/tone</li> <li>• Theme</li> <li>• Good vs. Evil (protagonist vs. antagonist)</li> <li>• Dialogue</li> <li>• Irony</li> <li>• Humor</li> <li>• Euphemism</li> <li>• Flashback</li> <li>• Foreshadowing</li> <li>• Figurative Language               <ul style="list-style-type: none"> <li>○ Similes</li> <li>○ Metaphors</li> <li>○ Alliteration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Quote accurately from a text</li> <li>• Identify connotation/denotation (word meanings)</li> <li>• Summarize</li> <li>• Sequence</li> <li>• Connecting</li> <li>• Drawing inferences</li> <li>• Cause/effect</li> <li>• Author's purpose</li> <li>• Chronology</li> <li>• Structure analysis</li> <li>• Synthesis of information from various sources</li> <li>• Identify &amp; evaluate textual</li> </ul>



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text	<ul style="list-style-type: none"> <li>○ Hyperbole</li> <li>○ Idiom</li> <li>○ Onomatopoeia</li> <li>○ Oxymoron</li> <li>○ Analogies</li> <li>○ Allusions</li> <li>○ Extended metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• support</li> <li>• Story element/textual aspect interaction analysis</li> </ul>
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## Content Standards

### Reading: Literature

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
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.
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.
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.
9. 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.
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6. 8 text complexity band independently and proficiently.

### Reading: Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.
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.
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.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6. 8 text complexity band independently and proficiently.

### Writing

1. Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.

### Speaking and Listening

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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

and, when warranted, qualify or justify their own views in light of the evidence

ocused, coherent manner with relevant evidence, sound valid reasoning, and well-  
and clear pronunciation.

clarify information, strengthen claims and evidence, and add interest.  
g command of formal English when indicated or appropriate.

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Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Reinforcement and Remediation</li> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Teacher-led discussions</li> <li>• Teacher circulation</li> <li>• Use of technological tools</li> <li>• Teacher created class webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Independent reading with letter responses</li> <li>• Read aloud</li> <li>• Webquests</li> <li>• Video presentations</li> <li>• PowerPoint presentations/note taking</li> <li>• Interactive Whiteboard</li> <li>• Short non-fiction readings and discussion</li> <li>• Research information for written multiple-page report</li> </ul>

Differentiation	
<ul style="list-style-type: none"> <li>• Dependent and independent group work</li> <li>• Diagnostic Assessment</li> <li>• Cooperative Learning (Flexible Grouping)</li> <li>• Peer tutoring</li> <li>• Tiered activities, assignments, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Hands-on activities</li> <li>• Re-teach and enrichment activities</li> <li>• Kinesthetic Activities</li> <li>• Use of technological</li> </ul>

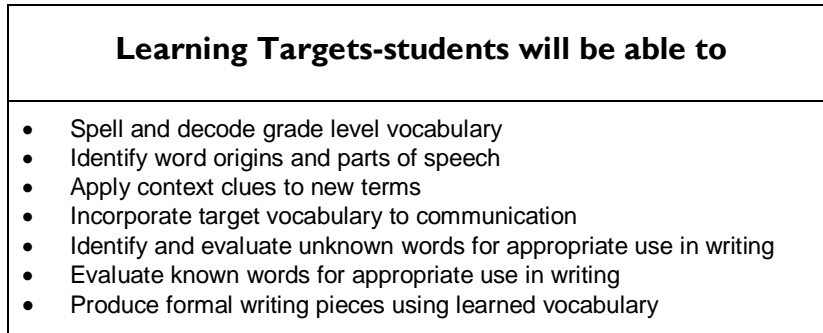
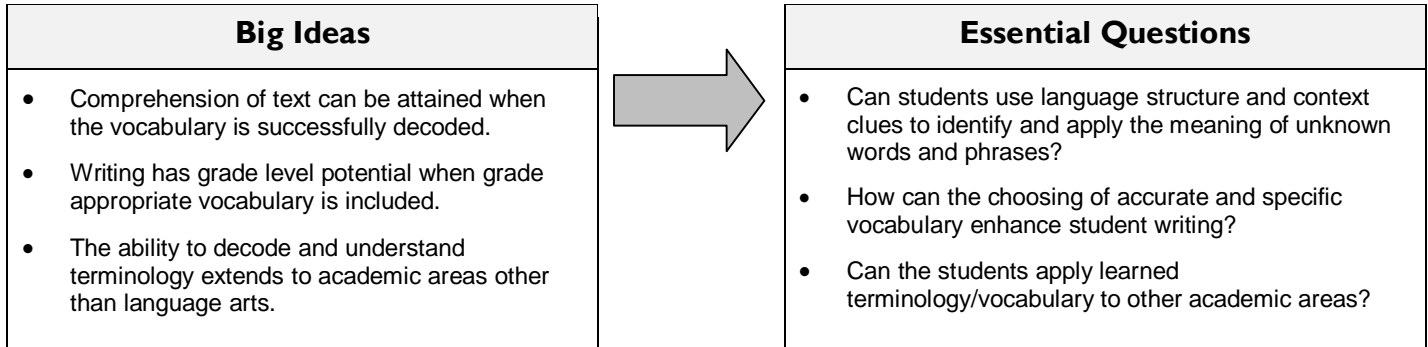
Assessment	
<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Test/Quizzes</li> <li>• Class discussions/participation</li> <li>• Homework/class work</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question responses</li> <li>• Rubrics</li> <li>• Student self-evaluation</li> </ul>

Resources
<p>Student-chosen novels Edhelper.com articles Teacher-created webquests Teacher-created PowerPoints from videos used in novel unit <i>Teaching Shakespeare-Yes You Can!</i> . Lorraine Hopping Egan Various books, videos and web sources chosen by teacher and student to use for research paper</p>



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Time frame	Marking Periods 1-4
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Global Awareness</li> <li>•Civic Literacy</li> <li>•Creativity and Innovation</li> <li>•Critical Thinking and Problem Solving</li> <li>•Information Literacy</li> <li>•Initiative and Self-Direction</li> <li>•Productivity and Accountability</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Social studies, science, technology, health



**8<sup>th</sup> Grade Vocabulary List**  
(Word Up Project)

abet accord adept advocate agile allot aloof amiss anarchy	concept confiscate connoisseur conscientious conservative contagious conventional convey crucial	exceptional excerpt excruciating exemplify exotic facilitate fallacy fastidious feasible	inventory irascible jurisdiction languish legendary liberal loll lucrative luminous	reception recourse recur renounce renown revenue rubble rue sage
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avail avid awry balmy banter barter benign bizarre blasé bonanza bountiful cache capacious caption chastise citadel cite clad commemorate component	deter dire discern disdain disgruntled dispatch disposition doctrine dub elite embargo embark encroach endeavor enhance enigma epoch era eventful evolve	glut grapple grope gullible haggard haven heritage hindrance humane imperative inaugurate incense indifferent infinite instill institute intervene intricate inventive	pang panorama perspective phenomenon pioneer pithy pivotal plausible plunder porous preposterous principal prodigy proficient profound pseudonym pungent rankle rational rebuke	sublime subside succumb surpass susceptible swelter tedious teem tirade tract trepidation turbulent tycoon ungainly vice versa vie vilify voracious wage wrangle
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## Content Standards

### Reading: Literature

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.

### Reading: Informational Text

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.

### Writing

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

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.

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

- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### Speaking and Listening

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language

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speaking, reading, or listening.  
 aning words or phrases based on grade 8 reading and content, choosing flexibly  
 or paragraph; a word's position or function in a sentence) as a clue to the  
 es and roots as clues to the meaning of a word (e.g., precede, recede, secede).  
 (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).
5. 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).
6. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>Direct Instruction</li> <li>Differentiated Instruction</li> <li>Reinforcement and Remediation</li> <li>Scaffolding</li> <li>Modeling</li> <li>Teacher circulation</li> <li>Teacher-led discussions</li> <li>Use of technological tools</li> <li>Teacher created class webpage</li> </ul>	<ul style="list-style-type: none"> <li>Interdisciplinary Activities</li> <li>Cooperative Learning Activities</li> <li>Interactive Whiteboard</li> <li>Class discussions</li> <li>Homework</li> <li>Sentence writing</li> <li>VOCABO</li> <li>Use prior knowledge to match new word to its definition</li> <li>Changing endings of words to change part of speech chart</li> <li>Word illustrations</li> <li>Independent weekly workbook lessons</li> </ul>

Differentiation	
<ul style="list-style-type: none"> <li>Dependent and independent group work</li> <li>Diagnostic Assessment</li> <li>Cooperative Learning (Flexible Grouping)</li> <li>Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Tiered activities, assignments, and assessments</li> <li>Hands-on activities</li> <li>Kinesthetic Activities</li> <li>Re-teach and enrichment activities</li> </ul>

Assessment	
<ul style="list-style-type: none"> <li>Formal and informal teacher observation</li> <li>Test/Quizzes</li> <li>Class discussions/participation</li> </ul>	<ul style="list-style-type: none"> <li>Homework/class work</li> <li>Oral question responses</li> <li>Student self-evaluation</li> </ul>

Resources
<p>Novel-associated word lists from LitPlan Teacher Pack CDs . Teachers Pet Publications  <i>Word Explorer</i> Level H . People's Publishing Group  <i>Greek and Latin Roots</i> . Creative Teaching Press, Inc.  <i>Prefixes and Suffixes</i> . Creative Teaching Press, Inc.</p>



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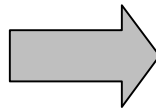
abulary

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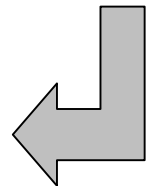
Time frame	Marking Periods 1,2 & 4
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Critical Thinking and Problem Solving</li> <li>•Communication and Collaboration</li> <li>•Information Literacy</li> <li>•Initiative and Self-Direction</li> <li>•Productivity and Accountability</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Technology

Big Ideas
Knowledge and application of proper grammar help to improve a student's writing skills.



Essential Questions
<ul style="list-style-type: none"> <li>• How do rules of language affect communication?</li> <li>• How can grammar skills improve written expression?</li> </ul>

Learning Targets-students will be able to
<ul style="list-style-type: none"> <li>• Explain, identify and utilize complements</li> <li>• Explain, identify and utilize various phrases             <ul style="list-style-type: none"> <li>○ Adjective &amp; Adverb</li> <li>○ Participle, Gerund &amp; Infinitive</li> <li>○ Appositive</li> </ul> </li> <li>• Differentiate independent and subordinate clause</li> <li>• Explain, identify and utilize various subordinate clauses             <ul style="list-style-type: none"> <li>○ Adjective &amp; Adverb</li> <li>○ Noun</li> </ul> </li> <li>• Identify and utilize various types of sentence structure             <ul style="list-style-type: none"> <li>○ Simple</li> <li>○ Compound</li> <li>○ Complex</li> <li>○ Compound-Complex</li> </ul> </li> <li>• Use correct capitalization, punctuation, and spelling throughout writing.</li> <li>• Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>



Content Standards
<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims with clear reasons and relevant evidence.             <ul style="list-style-type: none"> <li>• Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• Establish and maintain a formal style.</li> </ul> </li> <li>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.             <ul style="list-style-type: none"> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Establish and maintain a formal style.</li> </ul> </li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.             <ul style="list-style-type: none"> <li>• Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another,</li> </ul> </li> </ol>

events.

with grammar and usage when writing or speaking.  
(infinitives) in general and their function in particular sentences.

interrogative, conditional, and subjunctive mood.  
voice and mood.

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.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Reinforcement and Remediation</li> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Teacher circulation</li> <li>• Teacher-led discussions</li> <li>• Use of technological tools</li> <li>• Teacher created class webpage</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Video Presentations</li> <li>• Interactive Whiteboard</li> <li>• Class discussions</li> <li>• Homework</li> <li>• Note Taking</li> <li>• Textbook practice and reinforcement</li> <li>• Incorporate learned English conventions during writing</li> <li>• Teacher-created grammar packet</li> </ul>

Differentiation	
<ul style="list-style-type: none"> <li>• Dependent and independent group work</li> <li>• Diagnostic Assessment</li> <li>• Cooperative Learning (Flexible Grouping)</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered activities, assignments, and assessments</li> <li>• Hands-on activities</li> <li>• Re-teach and enrichment activities</li> <li>• Study Guides</li> </ul>

Assessment	
<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Test/Quizzes</li> <li>• Class discussions/participation</li> <li>• Homework/class work</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question responses</li> <li>• Notebooks</li> <li>• Student self-evaluation</li> </ul>

Resources
<p>Holt <i>Elements of Language</i> Second Course Textbook  Holt <i>Elements of Language</i> Second Course - Grammar, Usage, and Mechanics Language Skills Practice Book  Holt <i>Elements of Language</i> Second Course . various teacher resources  Discovery Education Website  Various practice books for supplemental worksheets</p>

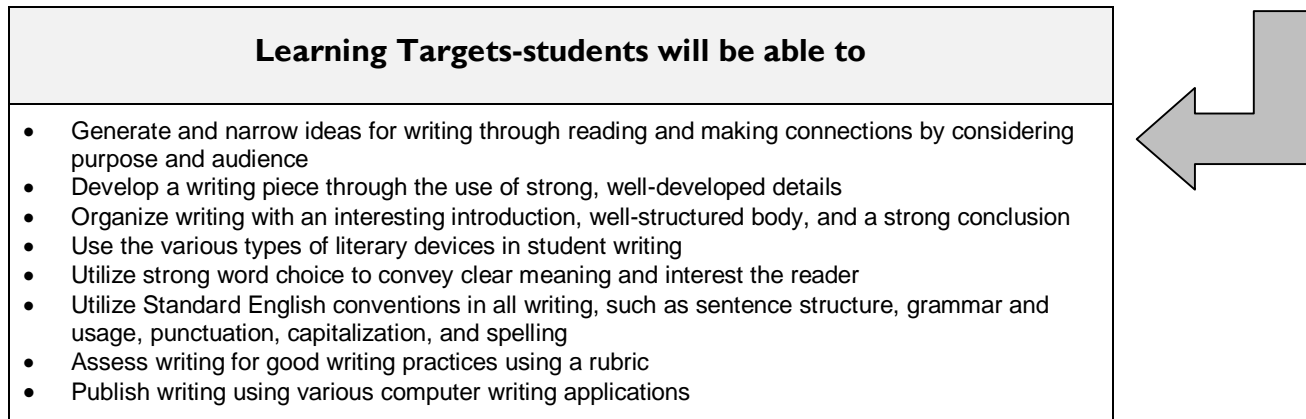
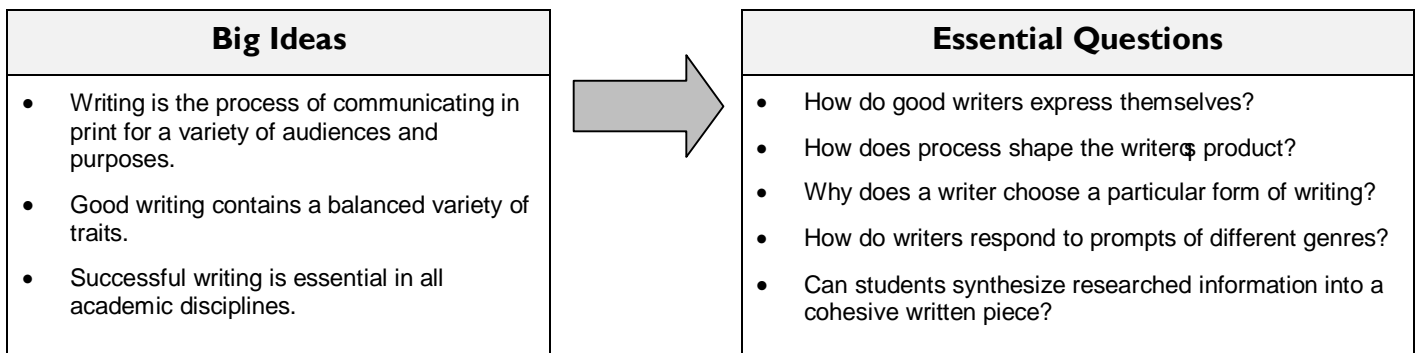


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Time frame	Marking Periods 2, 3, & 4
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Global Awareness</li> <li>•Environmental Literacy</li> <li>•Creativity and Innovation</li> <li>•Critical Thinking and Problem Solving</li> <li>•Communication and Collaboration</li> <li>•Information Literacy</li> <li>•ICT Literacy</li> <li>•Flexibility and Adaptability</li> <li>•Initiative and Self-Direction</li> <li>•Productivity and Accountability</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Social studies, Science, World Cultures, Technology



<b>Content Standards</b>
<p><b>Writing</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding</li> </ul>



and clarify the relationships among claim(s), counterclaims, reasons, and

from and supports the argument presented.  
vey ideas, concepts, and information through the selection, organization, and

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

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.

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.

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.

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

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

### Language

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

- 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.\*

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.

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)

4. 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.

- Consult general and specialized 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).

5. 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).

6. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Reinforcement and Remediation</li> <li>• Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Journal writing</li> <li>• Open-ended responses</li> </ul>



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- Scoring sample essays (individual and group)
- Peer editing
- Timed writing practice
- Homework
- Use of interactive whiteboard
- Research process and paper
- Respond to independent reading

## Differentiation

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Dependent and independent group work</li><li>• Diagnostic Assessment</li><li>• Cooperative Learning (Flexible Grouping)</li><li>• Peer tutoring</li></ul> | <ul style="list-style-type: none"><li>• Tiered activities, assignments, and assessments</li><li>• Vary duration of time allowed for writing</li><li>• Re-teach and enrichment activities</li></ul> |
|---|--|

## Assessment

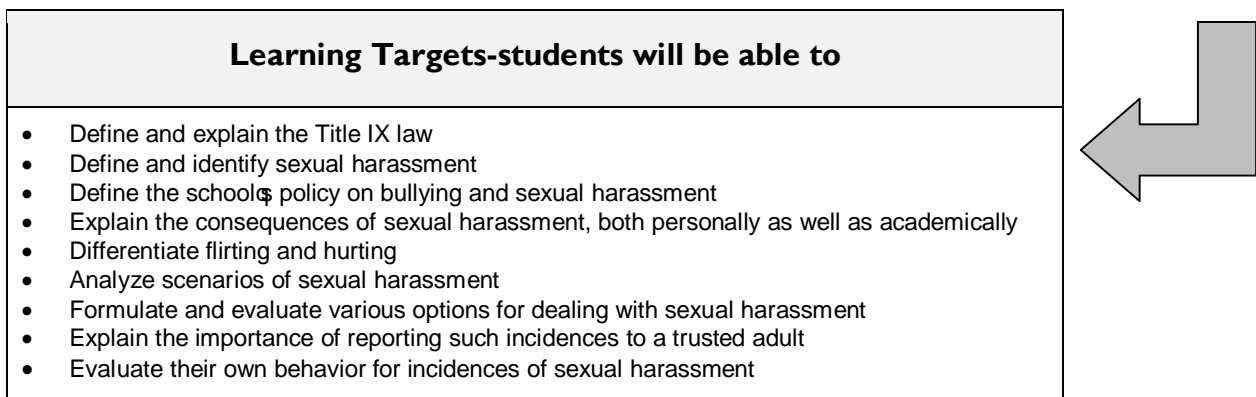
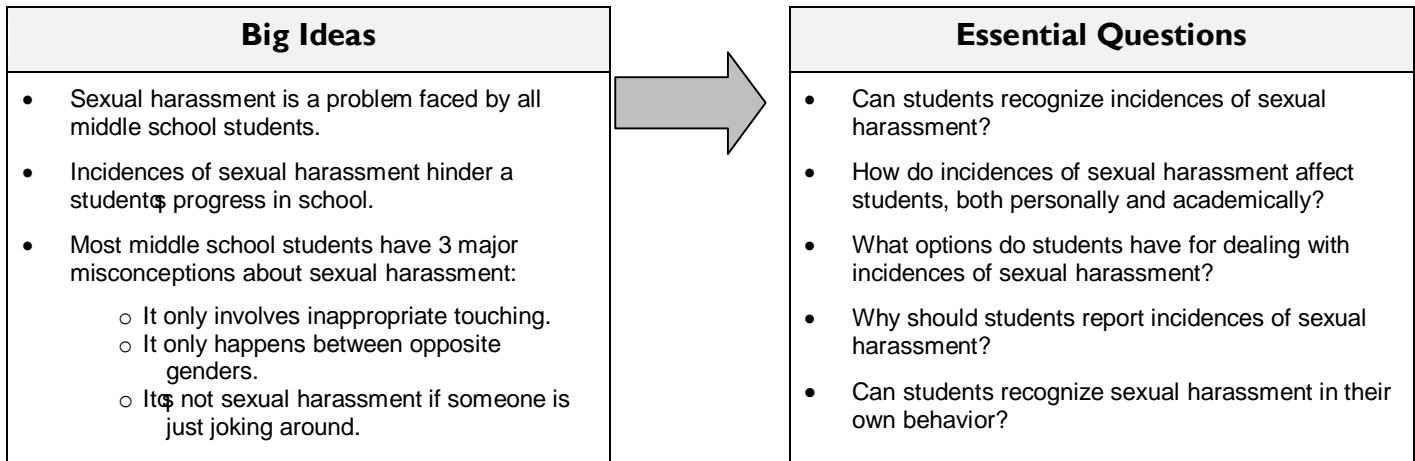
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| <ul style="list-style-type: none"><li>• Formal and informal teacher observation</li><li>• Projects and reports</li><li>• Class discussions/participation</li><li>• Homework/class work</li></ul> | <ul style="list-style-type: none"><li>• Oral question responses</li><li>• Portfolio</li><li>• Rubrics</li><li>• Student self-evaluation</li></ul> |
|--|---|

## Resources

NJ Holistic 6pt Scoring Rubric  
Teacher created Writing Traits Rubrics  
Holt *Elements of Language* Second Course Textbook  
NJ ASK writing prompts (Speculative, Expository, Persuasive)  
NJ ASK sample essays  
Various professional books on teaching writing

## Lesson – Title IX

Time frame	9-10 weeks
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>•Health Literacy</li> <li>•Critical Thinking and Problem Solving</li> <li>•Communication and Collaboration</li> <li>•Social and Cross-Cultural Skills</li> <li>•Leadership and Responsibility</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Social Studies, Health



Content Standards
<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p><b>Reading: Informational Text</b></p>

sis of what the text says explicitly as well as inferences drawn from the text.  
nt over the course of the text, including its relationship to supporting ideas; provide  
text, assessing whether the reasoning is sound and the evidence is relevant and  
levant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1. 3 above.)

**Speaking & Listening**

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

**Language**

4. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Reinforcement and Remediation</li> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Teacher circulation</li> <li>• Teacher-led discussions</li> <li>• Use of technological tools</li> <li>• Teacher created class webpages</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Pre/Post Survey</li> <li>• View interactive video</li> <li>• Small group discussions</li> <li>• Class discussions</li> <li>• Read aloud</li> <li>• Journal writing in response to literature</li> <li>• Letter written to harasser</li> <li>• Open-ended responses to various scenarios</li> <li>• Homework</li> <li>• Use of interactive whiteboard</li> </ul>

**Differentiation**



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- Hands-on activities
- Kinesthetic Activities
- Re-teach and enrichment activities
- Use of technological tools
- Study Guides

## Assessment

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Formal and informal teacher observation</li><li>• Pre/Post Survey</li><li>• Class discussions/participation</li><li>• Homework/class work</li></ul> | <ul style="list-style-type: none"><li>• Oral question responses</li><li>• Reading Journal Rubric</li><li>• Rubrics</li><li>• Student self-evaluation</li></ul> |
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## Resources

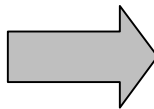
*Flirting or Hurting Sexual Harassment in Schools* . WGBY TV Public Television  
School Policy on Bullying and Sexual Harassment  
Sexual harassment scenarios  
Pre/Post Survey

## Preparation

Time frame	Marking Periods 1-3
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> <p>For details, view this link <a href="http://www.p21.org/documents/P21_Framework_Definitions.pdf">http://www.p21.org/documents/P21_Framework_Definitions.pdf</a></p>
Interdisciplinary focus and technology integration	Technology, science and social studies

### Big Ideas

Students need to develop and practice test-taking skills for reading and writing in preparation for mandated standardized tests.



### Essential Questions

- Do students possess test taking skills that demonstrate their language arts literacy level?
- Can students apply test taking strategies and skills to a standardized test?

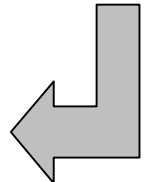
### Learning Targets-students will be able to

#### Reading:

- Write short construction responses using R.A.S.C. (Restate, Answer, Support, Connect) to answer open-ended questions.
- Determine the best answer for multiple choice questions.
- Apply pre-reading and test taking strategies to answer questions within a given time frame.
- Analyze open-ended sample responses and set goals to improve scores for future tests.

#### Writing:

- Construct speculative and explanatory writing responses for given prompts.
- Apply pre-writing and post-writing test taking strategies to complete writing tasks within a given time frame.
- Analyze sample essays and set goals to improve scores for future tests.



## Content Standards

### Reading: Literature

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
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.

### Reading: Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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.

s between individuals, ideas, or events (e.g., through comparisons, analogies, or  
ed in a text, including figurative, connotative, and technical meanings; analyze the  
analogies or allusions to other texts.  
; including the role of particular sentences in developing and refining a key  
analyze how the author acknowledges and responds to conflicting evidence or

viewpoints.

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.

#### Writing

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

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

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

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- 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.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- 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.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

#### Language

4. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Reinforcement and Remediation</li> <li>• Scaffolding</li> <li>• Modeling</li> <li>• Teacher circulation</li> <li>• Teacher-led discussions</li> <li>• Use of technological tools</li> <li>• Teacher created class webpages</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Timed writing/ reading practice</li> <li>• Review open-ended and writing scoring rubrics</li> <li>• Read and analyze sample open-ended responses/essays</li> <li>• Self, peer and teacher evaluation of responses</li> <li>• Homework</li> <li>• Use of interactive whiteboard</li> </ul>

Differentiation	
<ul style="list-style-type: none"> <li>• Dependent and independent group work</li> <li>• Diagnostic Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered activities, assignments, and assessments</li> <li>• Re-teach and enrichment activities</li> </ul>



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- Study Guides

## Assessment

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Formal and informal teacher observation</li><li>• Test/Quizzes</li><li>• Class discussions/participation</li><li>• Homework/class work</li></ul> | <ul style="list-style-type: none"><li>• Oral question responses</li><li>• Rubrics</li><li>• Student self-evaluation</li></ul> |
|--|---|

## Resources

Njdoe.com  
Teacher-created sample packets  
NJ Holistic 6pt Scoring Rubric Writing  
NJ Holistic 4pt Scoring Rubric Open-Ended Reading



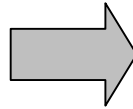
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## Exploration & Preparation

Time frame	1-2 Weeks
21 <sup>st</sup> Century Themes	<ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul>
Interdisciplinary focus and technology integration	Technology, science, social studies, and math

### Big Ideas

Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

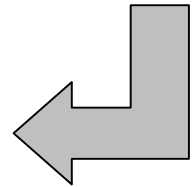


### Essential Questions

- What may be some prerequisites to applying for a job?
- What are the knowledge and skills needed to pursue 21<sup>st</sup> century occupations and skills?

### Learning Targets-students will be able to

- 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.
- Search and apply for a relevant career position using web tools and newspaper
- Create a relevant application, cover letter, and resume using a word processor and model samples



## Content Standards

### Career Preparation

9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
9.3.8.B.4	Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.
9.3.8.B.5	Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
9.3.8.B.6	Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.
9.3.8.B.7	Explain what is meant by %jobs+and %careers,+and examine how each tends to be distributed regionally, nationally, and globally.
9.3.8.B.8	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
9.3.8.B.9	Inventory the requirements for entering different career areas of interest using online job information, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website, and determine why those requirements are needed for success in a chosen career.

job outlook and wage trends) in areas of career interest using online resources, Information Network (O\*NET) or the New Jersey State Career Development Website.

letter as part of an application for part-time or summer employment.

attitudes, and other choices can impact the success or failure of a job applicant.

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9.3.8.B.16	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.
9.3.8.B.17	Recognize that an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.3.8.B.18	Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).

**Reading: Informational Text**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1. 3 above.)
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.

**Speaking and Listening**

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.

**Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. 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.

Teaching Strategies/Procedures	Learning Activities
<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Differentiated Instruction</li> <li>• Modeling</li> <li>• Teacher-led discussions</li> <li>• Use of technological tools</li> </ul>	<ul style="list-style-type: none"> <li>• Online career surveys</li> <li>• Job search</li> <li>• Resume writing</li> <li>• Possible career day</li> <li>• Interdisciplinary Activities</li> <li>• Cooperative Learning Activities</li> <li>• Homework</li> <li>• Use of interactive whiteboard</li> </ul>

Differentiation	
<ul style="list-style-type: none"> <li>• Dependent and independent group work</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative Learning (Flexible Grouping)</li> <li>• Tiered activities, assignments, and assessments</li> </ul>

Assessment	
<ul style="list-style-type: none"> <li>• Formal and informal teacher observation</li> <li>• Class discussions/participation</li> <li>• Homework/class work</li> </ul>	<ul style="list-style-type: none"> <li>• Oral question responses</li> <li>• Rubrics</li> <li>• Student self-evaluation</li> </ul>



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List of 16 Career Clusters  
<http://www.careerkey.com/>  
<http://resume.monster.com/>  
<http://www.edonline.com/newtest/index.php>