<table>
<thead>
<tr>
<th>Content Area: ELA</th>
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<tbody>
<tr>
<td>Course Title: Reading/ELA</td>
<td>Grade Level: 8</td>
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<tr>
<td>Unit 1: Literature</td>
<td>September - November</td>
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<td>Unit 2: Information</td>
<td>November - December</td>
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<td>Unit 3: Information</td>
<td>January - February</td>
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<td>Unit 4: Literature</td>
<td>March - April</td>
</tr>
<tr>
<td>Unit 5: Literature/Information</td>
<td>May - June</td>
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</tbody>
</table>

Created by: Cheryl Johnson
# Totowa Reading Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

## Unit Overview

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<tbody>
<tr>
<td><strong>Unit 1 Title:</strong> Literature</td>
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</table>

### Target Course/Grade Level: 8

### Unit Summary:
Students will read a variety of short stories to focus on the following skills: narrative elements, plot development, characterization, setting, theme development, narration; vocabulary development through context clues and use of references; drawing conclusions, making inferences, forming opinions, comparing and contrasting; understanding literary devices, i.e. figurative language, irony, foreshadowing, flashback, allusion, analogy, etc.; critical thinking; writing responses to short-answer and open-ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.

### Interdisciplinary Connections:

**Social Studies:**
6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

**21st Century Life & Careers:**
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.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

**Technology:**
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
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.
8.1.8.D.4 Assess the credibility and accuracy of digital content.
8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

### Unit Rationale:
Students need to develop strategies and skills for comprehending literature, thinking critically about it, and connecting it to their own lives. They need to understand that literature explores universal themes relevant to their own world. Students need to expand their vocabulary through reading and also become fluent, expressive readers. Students should develop good communications skills and a love of reading.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>NJSLS</th>
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<tbody>
<tr>
<td>1. Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>RL8.1</td>
</tr>
<tr>
<td>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.</td>
<td>RL8.2</td>
</tr>
<tr>
<td>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.</td>
<td>RL8.3</td>
</tr>
<tr>
<td>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.</td>
<td>RL8.4</td>
</tr>
<tr>
<td>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.</td>
<td>RL8.5</td>
</tr>
<tr>
<td>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.</td>
<td>RL8.6</td>
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<td>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.</td>
<td>RL8.7</td>
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<td>8. 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.)</td>
<td>W.8.4</td>
</tr>
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<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).</td>
<td>W.8.9a</td>
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<tr>
<td>10. 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. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>SL.8.1.a,c</td>
</tr>
<tr>
<td>11. 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</td>
<td>L.8.4.a,b,c,d</td>
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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).

12. 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.  

**Unit Essential Questions:**
- What are the narrative elements?
- How do readers extract meaning from text?
- How do authors craft their work?
- How do the parts of a literary piece contribute to the whole?
- How do life experiences impact reading comprehension and interpretation?

**Unit Enduring Understandings:**
- Personal experience affects the reader’s point of view and his/her ability to connect with the story.
- Proficient readers can think critically and creatively beyond the text.
- Proficient readers use comprehension strategies to enhance their understanding of a story.
- Literature is a reflection of real life.
- Literature can be enjoyable.

**Unit Learning Targets:**

*Students will ...*
- Analyze works of fiction
- Apply active reading strategies
- Use structural analysis, context, and references to build vocabulary
- Think critically and analytically
- Write to make personal connections to literature
- Develop oral communications skills
- Enhance learning through collaborative discussion
- Compare and contrast texts
- Identify literary devices
- Write short answer and open-ended responses

**Evidence of Learning**

**Summative Assessment:**
- Comprehension Checks
- District Benchmarks-LinkIt
- Tests/Quizzes
- Unit 1 Assessment
- Progress Reports

**Formative Assessments:**
- Class discussion
- Informal writing activities
- Polling
- Quizzes
- Exit slips
- Literary open-ended responses
- Vocabulary reviews
- Post-lesson reviews
- Observations
- NJ Holistic Scoring Rubric

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
Activity:
- Vocabulary introduction and practice
- Story background information
- Guided reading
- Independent reading
- Comprehension checks
- Discussion of selections
- Analyzing selections
- Writing about selections
- Peer editing
- Small research project
- Book logs

Teacher Resources:
- Glencoe Literature: The Reader’s Choice Course 3
  Publisher: Glencoe McGraw-Hill
- [http://www.merriam-webster.com](http://www.merriam-webster.com)
- [http://www.ala.org](http://www.ala.org)
- [www.neabigread.org/books/php](http://www.neabigread.org/books/php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://www.scholastic.com](http://www.scholastic.com)
- [http://www.ushmm.org](http://www.ushmm.org)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [http://www.discoveryeducation.com](http://www.discoveryeducation.com)

Integration of Technology:
- Computers
- Internet
- DVD/CD players

Curriculum Development Resources:
Click the links below to access additional resources used to design this unit:
- [https://www.state.nj.us/education/cccs/2016/ela/g08.pdf](https://www.state.nj.us/education/cccs/2016/ela/g08.pdf)
- [https://www.state.nj.us/education/cccs/2014/career/9.pdf](https://www.state.nj.us/education/cccs/2014/career/9.pdf)
- [https://www.state.nj.us/education/cccs/2014/ss/standards.pdf](https://www.state.nj.us/education/cccs/2014/ss/standards.pdf)
## Totowa Reading Curriculum Project

Aligned to the NJDOE Model Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

### Unit Overview

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<td><strong>Unit 2 Title:</strong> Informational Text</td>
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<tr>
<td><strong>Target Course/Grade Level:</strong> 8</td>
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</table>

**Unit Summary:** Students will read a variety of informational texts including historical, scientific, technical, persuasive, and biographical/autobiographical selections. Skills include vocabulary development through context and reference resources; central idea and supporting details; comparing/contrasting texts, drawing conclusions, making inferences, and forming judgments; objective summary; use of literary devices; information presented in graphic form; critical and analytical thinking; collaborative discussion, and writing in response to short answer as well as open-ended questions.

**Interdisciplinary Connections:**

**Social Studies:**
6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

**Performing Arts:**
1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions.
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

**21st Century Life & Careers:**
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.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.12.E.4 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

**Technology:**
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
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.
8.1.8.D.4 Assess the credibility and accuracy of digital content.
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8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

**Unit Rationale:**
Students need to develop strategies for comprehending informational and other non-fiction texts as this is the reading necessary for success in college, careers, and life. In addition to building content-area/technical vocabulary from the texts, thinking critically about them is important. Students also need to understand how informational reading has a direct bearing on everyday tasks and how it affects their ability to communicate orally and in writing.

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<td>3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>7. 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.</td>
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<td>8. 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.)</td>
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<td>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</td>
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<td>10. 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.</td>
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<td>• How does reading informational text apply to daily life?</td>
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<td><em>Students will:</em></td>
<td><strong>Summative Assessment:</strong></td>
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<tr>
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## Discussion of selections
- Analyzing selections
- Writing about selections
- Peer editing
- Small research project
- Practice using graphic information in conjunction with text

### Teacher Resources:
- **Glencoe Literature: The Reader’s Choice Course 3**
  - Publisher: Glencoe McGraw-Hill
- [http://www.merriam-webster.com](http://www.merriam-webster.com)
- [http://www.ala.org](http://www.ala.org)
- [www.neabigread.org/books/php](http://www.neabigread.org/books/php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://www.scholastic.com](http://www.scholastic.com)
- [http://www.ushmm.org](http://www.ushmm.org)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [http://www.discoveryeducation.com](http://www.discoveryeducation.com)

### Integration of Technology:
- Computers
- Internet
- DVD/CD players

### Curriculum Development Resources
Click the links below to access additional resources used to design this unit:
- [https://www.state.nj.us/education/cccs/2016/ela/g08.pdf](https://www.state.nj.us/education/cccs/2016/ela/g08.pdf)
- [https://www.state.nj.us/education/cccs/2014/career/9.pdf](https://www.state.nj.us/education/cccs/2014/career/9.pdf)
- [https://www.state.nj.us/education/cccs/2014/arts/standards.pdf](https://www.state.nj.us/education/cccs/2014/arts/standards.pdf)
- [https://www.state.nj.us/education/cccs/2014/ss/standards.pdf](https://www.state.nj.us/education/cccs/2014/ss/standards.pdf)
## Unit Overview

### Content Area: Reading/ELA

### Unit 3 Title: Informational Text

### Target Course/Grade Level: 8

#### Unit Summary:
Students will read a variety of informational texts including historical, scientific, technical, persuasive, and biographical/autobiographical selections. Skills include vocabulary development through context and reference resources; central idea and supporting details; comparing/contrasting texts, drawing conclusions, making inferences, and forming judgments; objective summary; use of literary devices; information presented in graphic form; critical and analytical thinking; collaborative discussion, and writing in response to short answer as well as open-ended questions.

#### Interdisciplinary Connections:
- **Social Studies:**
  1. Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
  2. Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
  3. Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
  4. Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
  5. Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

- **21st Century Life & Careers:**
  1. Act as a responsible and contributing citizen and employee.
  2. Apply appropriate academic and technical skills
  3. Communicate clearly and effectively and with reason.
  4. Demonstrate creativity and innovation.
  5. Employ valid and reliable research strategies.
  6. Utilize critical thinking to make sense of problems and persevere in solving them.
  7. Use technology to enhance productivity.
  8. Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
  9. Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
  10. Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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  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.
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**Unit Rationale:**
Students need to develop strategies for comprehending informational and other non-fiction texts as this is the reading necessary for success in college, careers, and life. In addition to building content-area/technical vocabulary from the texts, thinking critically about them is important. Students also need to understand how informational reading has a direct bearing on everyday tasks and how it affects their ability to communicate orally and in writing.

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Totowa Reading Curriculum Project
# Aligned to the NJDOE Model Curriculum
## ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”.

10. 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.

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<th>Unit Essential Questions:</th>
<th>Unit Enduring Understandings:</th>
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<td>• How do readers extract meaning from non-fiction text?</td>
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<td>• How do graphic text features help in comprehending non-fiction?</td>
<td>• Proficient readers use comprehension strategies to enhance their understanding of a text.</td>
</tr>
<tr>
<td>• How does reading informational text apply to daily life?</td>
<td>• Biography and autobiography can be sources of inspiration and motivation.</td>
</tr>
<tr>
<td>• What can individuals learn about their own lives from reading about the lives of others?</td>
<td>• Understanding informational text is crucial for success in life’s endeavors.</td>
</tr>
</tbody>
</table>

### Unit Learning Targets:

**Students will** ...

- Analyze informational texts
- Apply active reading strategies to aid comprehension
- Use structural analysis, context, and references to build vocabulary
- Think critically and analytically
- Write to make personal connections to the text.
- Develop oral communications skills
- Enhance learning through collaborative discussion
- Compare and contrast texts
- Use graphic information in conjunction with texts
- Write short answer and open-ended responses

### Evidence of Learning

#### Summative Assessment:

- Comprehension Checks
- District Benchmarks-LinkIt
- Tests/Quizzes
- Unit 1 Assessment
- Progress Reports

#### Formative Assessments:

- Class discussion
- Informal writing activities
- Polling
- Quizzes
- Exit slips
- Literary open-ended responses
- Vocabulary reviews
- Post-lesson reviews
- Observations
- NJ Holistic Scoring Rubric

---

Created for New Jersey school districts through a project of the New Jersey Department of Education, Office of Academic Standards, in partnership with the N.J Association for Supervision and Curriculum Development and the N.J. Principals and Supervisors Association.
## Activity:
- Vocabulary introduction and practice
- Story background information
- Guided reading
- Independent reading
- Comprehension checks
- Discussion of selections
- Analyzing selections
- Writing about selections
- Peer editing
- Small research project
- Practice using graphic information in conjunction with text

## Teacher Resources:
- **Glencoe Literature: The Reader’s Choice Course 3**
  Publisher: Glencoe McGraw-Hill
- [http://www.merriam-webster.com](http://www.merriam-webster.com)
- [http://www.ala.org](http://www.ala.org)
- [www.neabigread.org/books/php](http://www.neabigread.org/books/php)
- [www.teachervision.fen.com](http://www.teachervision.fen.com)
- [http://www.scholastic.com](http://www.scholastic.com)
- [http://www.ushmm.org](http://www.ushmm.org)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [http://www.discoveryeducation.com](http://www.discoveryeducation.com)

## Integration of Technology:
- Computers
- Internet
- DVD/CD players

## Curriculum Development Resources
Click the links below to access additional resources used to design this unit:
- [https://www.state.nj.us/education/cccs/2016/ela/g08.pdf](https://www.state.nj.us/education/cccs/2016/ela/g08.pdf)
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- [https://www.state.nj.us/education/cccs/2014/ss/standards.pdf](https://www.state.nj.us/education/cccs/2014/ss/standards.pdf)
## Unit Overview

### Content Area: Reading/ELA

### Unit 4 Title: Literature

### Target Course/Grade Level: 8

### Unit Summary: Students will read a variety of short stories to focus on the following skills: narrative elements, plot development, characterization, setting, theme development, narration; vocabulary development through context clues and use of references; drawing conclusions, making inferences, forming opinions, comparing and contrasting; understanding literary devices, i.e. figurative language, irony, foreshadowing, flashback, allusion, analogy, etc.; critical thinking; writing responses to short-answer and open-ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.

### Interdisciplinary Connections:

#### Performing Arts:
1. 2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts
2. 4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
3. 4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
4. 4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

#### Social Studies
1. 3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
2. 3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

#### 21st Century Life & Careers:
1. CRP1. Act as a responsible and contributing citizen and employee.
2. CRP2. Apply appropriate academic and technical skills
3. CRP4. Communicate clearly and effectively and with reason.
4. CRP6. Demonstrate creativity and innovation.
5. CRP7. Employ valid and reliable research strategies.
6. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
7. CRP11. Use technology to enhance productivity.
8. 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
10. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
Technology:
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
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.
8.1.8.D.4 Assess the credibility and accuracy of digital content.
8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

Unit Rationale:
Students need to develop strategies and skills for comprehending literature, thinking critically about it, and connecting it to their own lives. They need to understand that literature explores universal themes relevant to their own world. Students need to expand their vocabulary through reading and also become fluent, expressive readers. Students should develop good communications skills and a love of reading.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>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.</td>
</tr>
<tr>
<td>2.</td>
<td>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.</td>
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<td>3.</td>
<td>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.</td>
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<td>4.</td>
<td>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.</td>
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<tr>
<td>5.</td>
<td>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.</td>
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<td>6.</td>
<td>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.</td>
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<td>7.</td>
<td>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.</td>
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<td>8.</td>
<td>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.)</td>
</tr>
</tbody>
</table>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.8.9a

10. 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. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

SL.8.1.a,c

11. 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).

L.8.4.a,b,c,d

12. 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.

L.8.6

<table>
<thead>
<tr>
<th>Unit Essential Questions:</th>
<th>Unit Enduring Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the narrative elements?</td>
<td>• Personal experience affects the reader’s point of view and his/her ability to connect with the story.</td>
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<tr>
<td>• How do readers extract meaning from text?</td>
<td>• Proficient readers can think critically and creatively beyond the text.</td>
</tr>
<tr>
<td>• How do authors craft their work?</td>
<td>• Proficient readers use comprehension strategies to enhance their understanding of a story.</td>
</tr>
<tr>
<td>• How do the parts of a literary piece contribute to the whole?</td>
<td>• Literature is a reflection of real life.</td>
</tr>
<tr>
<td>• How do life experiences impact reading comprehension and interpretation?</td>
<td>• Literature can be enjoyable.</td>
</tr>
</tbody>
</table>
Unit Learning Targets:

*Students will ...*
- Analyze works of fiction
- Apply active reading strategies
- Use structural analysis, context, and references to build vocabulary
- Think critically and analytically
- Write to make personal connections to literature
- Develop oral communications skills
- Enhance learning through collaborative discussion
- Compare and contrast texts
- Identify literary devices
- Write short answer and open-ended responses

Evidence of Learning

Summative Assessment:
- Comprehension Checks
- District Benchmarks-LinkIt
- Tests/Quizzes
- Unit 1 Assessment
- Progress Reports

Formative Assessments:
- Class discussion
- Informal writing activities
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Activity:
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### Integration of Technology:

- Computers
- Internet
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- [https://www.state.nj.us/education/cccs/2014/ss/standards.pdf](https://www.state.nj.us/education/cccs/2014/ss/standards.pdf)
- [https://www.state.nj.us/education/cccs/2014/arts/standards.pdf](https://www.state.nj.us/education/cccs/2014/arts/standards.pdf)
Totowa Reading Curriculum Project
Aligned to the NJDOE Model Curriculum
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Unit Overview

Content Area: Reading/ELA

Unit 5 Title: Literature/Informational Text

Target Course/Grade Level: 8

Unit Summary: Students will read a variety of literary genres to focus on the following skills: narrative elements, plot development, characterization, setting, theme development, narration; vocabulary development through context clues and use of references; drawing conclusions, making inferences, forming opinions, comparing and contrasting; understanding literary devices, i.e. figurative language, irony, foreshadowing, flashback, allusion, analogy, etc.; critical thinking; writing responses to short-answer and open-ended questions in a manner that includes text references as support and extended thinking; fluent and expressive oral reading.

In addition, students will read a variety of informational texts including historical, scientific, technical, persuasive, and biographical/autobiographical selections. Skills involve vocabulary development; central idea and supporting details; comparing/contrasting texts, drawing conclusions, making inferences, and forming judgments; objective summary; use of literary devices; information presented in graphic form; critical and analytical thinking; collaborative discussion, and writing in response to short answer as well as open-ended questions.

Interdisciplinary Connections:
Social Studies
6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

21st Century Life & Careers:
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.
CRP7. Employ valid and reliable research strategies.
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9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through
school, home, work, and extracurricular activities for use in a career.
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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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.
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8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

Unit Rationale:
Students need to develop strategies and skills for comprehending literature and informational texts, thinking critically about it, and connecting it to their own lives. They need to understand that literature explores universal themes relevant to their own world. Navigating informational text is critical for success in college, careers, and everyday life. Students need to expand their vocabulary through reading and also become fluent, expressive readers. Students should develop good communications skills and a love of reading.

Learning Targets

<table>
<thead>
<tr>
<th>SLO #</th>
<th>NJSLS</th>
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<tbody>
<tr>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td><strong>13.</strong> 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.)</td>
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<td><strong>14.</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).</td>
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<td><strong>15.</strong> 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. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
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<td><strong>16.</strong> 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).</td>
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</table>

**Unit Essential Questions:**
- What are the narrative elements?
- How do readers extract meaning from text?
- How do authors craft their work?
- How do the parts of a literary piece contribute to the whole?
- How do life experiences impact reading comprehension and interpretation?
- How does informational text apply to daily life?
- How do graphic text features help in

**Unit Enduring Understandings:**
- Personal experience affects the reader’s point of view and his/her ability to connect with the story.
- Proficient readers can think critically and creatively beyond the text.
- Proficient readers use comprehension strategies to enhance their understanding of a selection.
- Literature is a reflection of real life.
- Understanding informational text is crucial for success in life’s endeavors.
- Reading can be enjoyable.
### Totowa Reading Curriculum Project

**Aligned to the NJDOE Model Curriculum**

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS**

<table>
<thead>
<tr>
<th>comprehending non-fiction text?</th>
</tr>
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</table>

**Unit Learning Targets:**  
*Students will* ...

- Analyze works of fiction and informational text
- Apply active reading strategies
- Use structural analysis, context, and references to build vocabulary
- Think critically and analytically
- Write to make personal connections to literature
- Develop oral communications skills
- Enhance learning through collaborative discussion
- Compare and contrast texts
- Identify literary devices
- Use graphic information in conjunction with text
- Write short answer and open-ended responses

### Evidence of Learning

**Summative Assessment:**

- Comprehension Checks
- District Benchmarks-LinkIt
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- Unit 1 Assessment
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- Quizzes
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- Vocabulary reviews
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- Guided reading
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- Comprehension checks
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- Small research project
- Book logs

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- http://www.ala.org
- www.neabigread.org/books/php
- www.teachervision.fen.com
- http://www.scholastic.com
- http://www.ushmm.org
- www.nationalgeographic.com
- http://www.discoveryeducation.com

Integration of Technology:
- Computers
- Internet
- DVD/CD players

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Click the links below to access additional resources used to design this unit:
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- https://www.state.nj.us/education/cccs/2014/ss/standards.pdf
ELL Strategies

• Provide explicit, systematic instruction in vocabulary.
  
  Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.

• Expose ELLs to rich language input.

• Scaffolding for ELLs language learning.

• Encourage continued L1 language development.

• Alphabet knowledge

• Phonological awareness

• Print awareness

• Design instruction that focuses on all of the foundational literacy skills.

• Recognize that many literacy skills can transfer across languages.

  English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.

• Graphic organizers

• Modified texts

• Modified assessments

• Written/audio instruction

• Shorter paragraph/essay length

• Homogeneously grouped by level
**MODIFICATIONS**  
*Based on Students’ Individual Needs*

(Special Education Students, English Language Learners, Students at-Risk)

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow extra time</td>
<td>• Provide extra response time</td>
<td>• Provide reading material on student’s level</td>
</tr>
<tr>
<td>• Repeat and clarify</td>
<td>• Have student verbalize steps</td>
<td>• Have student underline important points</td>
</tr>
<tr>
<td>directions</td>
<td>• Repeat directions</td>
<td>• Assist student on how to use context clues to identify</td>
</tr>
<tr>
<td>• Provide breaks in</td>
<td>• Provide small group instruction</td>
<td>words/phrases</td>
</tr>
<tr>
<td>between tasks</td>
<td>• Include partner work</td>
<td>• Ensure short manageable tasks</td>
</tr>
<tr>
<td>• Have student verbalize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide timelines/due</td>
<td></td>
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<tr>
<td>dates for reports and</td>
<td></td>
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<tr>
<td>projects</td>
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</table>

<table>
<thead>
<tr>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide extended time</td>
<td>• Establish classroom rules</td>
<td>• Monitor the student and provide reinforcement of</td>
</tr>
<tr>
<td>• Provide study guides</td>
<td>• Write a contract with the student</td>
<td>directions</td>
</tr>
<tr>
<td>• Limit number of responses</td>
<td>specifying expected behaviors</td>
<td>• Verify the accurateness of homework assignments</td>
</tr>
<tr>
<td></td>
<td>• Provide preferential seating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Re-focus student as needed</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td></td>
<td>• Reinforce student for staying on task</td>
<td></td>
</tr>
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</table>

| Organization                 |                                         |                                                         |
|------------------------------|                                         |                                                         |
| • Monitor the student and    | • Monitor the student and provide       | • Monitor the student and provide reinforcement of      |
| provide reinforcement of     | reinforcement of directions             | directions                                              |
| directions                   | • Verify the accurateness of homework   | • Verify the accurateness of homework assignments       |
|                             | assignments                             |                                                         |
|                             | • Display a written agenda              |                                                         |
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the ‘regular’ curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions