



Totowa Public Schools

Writing

Grade 8

Aligned to NJSL Standards

BOE Adopted: 08/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Narrative Writing	8 Weeks	Lesson satisfies Amistad Law
Information/Explanatory	8 Weeks	Lesson satisfies DEI, Climate Change
Writing Argument	6 Weeks	
Writing Narrative	6 Weeks	
Writing Narrative/Argument	8 Weeks	
		Curricular Mandate List

Title	Narrative Writing
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Unit Duration	8 Weeks
Unit Summary & Rationale	<p>Students will develop the ability to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence; draw evidence from literary or informational texts.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using dialogue, figurative language, and transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers produce clear and coherent writing? • How do writers establish a context and point of view? • How do writers organize an event sequence? • How do writers use narrative techniques?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from text based narrative reading. • A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing.
Learning Outcomes	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. • Students will read and analyze “Roses for Rose” “Helping in a Hurricane” “Benjamin Franklin’s Speech at the Constitutional Convention” (Amistad)
Assessment Evidence	

Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com , www.commonlitt.com , Computers, Smartboard, interactive websites. Unit 1 Writing Assessment: “Roses for Rose” “Helping in a Hurricane” “Benjamin Franklin’s Speech at the Constitutional Convention” Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style/academic style, approach, and form.

W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. 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.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. 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.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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.8.9b. 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”).

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a. 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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

Social Studies

6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

21st Century Connections

- Critical thinking

	<ul style="list-style-type: none"> • Collaboration and Teamwork • Problem Solving • Creativity and Innovation
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Title	Writing Informative/Explanatory
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will develop the ability to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content. Analyze the purpose of information presented in diverse media and formats; evaluate the motives. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers produce clear and coherent writing? • How do writers draw evidence from informational texts to support analysis, reflection, and research? • How do writers organize an event sequence? • How do writers use informative/explanatory techniques?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from text based informative/explanatory reading. • A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing.
Learning Outcomes	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Establish and maintain a formal style when writing.
- Use technology, including the Internet, to produce and publish writing.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Students will read and analyze “Letters from the Constitution”, “The Constitutional Convention Begins” (Amistad) “The Voyager Mission” [Dinosaurs’ Ever Changing World](#) (Climate Change)
- Career Exploration – Students will write about a career they are interested in based on courses from PV and local high schools.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com , www.commonlitt.com ,

Computers, Smartboard, interactive websites, [Dinosaurs' Ever Changing World](#) (Climate Change) [Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2016 SLS: English/Language Arts

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- W.8.2e. Establish and maintain a formal style/academic style, approach, and form.
- W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. 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.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. 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.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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.8.9b. 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”).

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1a. 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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections	
Social Studies	<ul style="list-style-type: none"> • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. • 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
Science	<ul style="list-style-type: none"> • MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving • Creativity and Innovation

Title	Writing Argument
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will develop the ability to write arguments to introduce and support claims with clear reasons and relevant evidence; acknowledge and distinguish the claim(s) from alternate or opposing claims. Organize the reasons and evidence logically when writing arguments. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers produce clear and coherent writing? • How do writers 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? • How do writers write arguments to support claims with clear reasons and relevant evidence?

	<ul style="list-style-type: none"> • How do writers draw evidence from literary or informational texts to support analysis, reflection, and research?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from text-based writing argument reading. • A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing. • Analyze the purpose of information presented in diverse media and formats.
Learning Outcomes	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • 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. • 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. • 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. • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. • Students will read and analyze “Playing Pilgrim” “Operation Sherry”
Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments. Unit 3 Writing Assessment:

Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, “Playing Pilgrim” “Operation Sherry”</p> <p>Approved Class Resource List</p>
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Key Ideas and Details</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style/academic style, approach, and form.

W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. 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.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. 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.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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.8.9b. 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”).

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.1a. 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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Narratives
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will develop the ability to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence; draw evidence from literary or informational texts. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using dialogue, figurative language, and transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is a narrative? • Why do we write? • Why do we revise?
Enduring Understandings	<ul style="list-style-type: none"> • Writing is a skill that is universally transferable and requires students to practice in order to hone their skills.
Learning Outcomes	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.
- Students will read and analyze - “The Necklace” (DEI)

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com , www.commonlitt.com , Computers, Smartboard, interactive websites, <i>The Necklace</i> Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • W.8.1. Write arguments to support claims with clear reasons and relevant evidence. • W.8.1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 	

- W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.8.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- W.8.1d. Establish and maintain a formal style/academic style, approach, and form.
- W.8.1e. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style/academic style, approach, and form.

W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. 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.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. 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.

- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.8.9a. 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.8.9b. 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”).

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.1a. 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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<ul style="list-style-type: none"> • SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. 	
2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development. 	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> • 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. • 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. • 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). • 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 	
Interdisciplinary/21st Century Connections	
21st Century Connections	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving • Creativity and Innovation

Title	Writing Narrative and Argument
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will develop the ability to write narratives, develop real or imagined experiences or events using 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. Write arguments to support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. When writing

	arguments, establish and maintain a formal style and provide a concluding statement or section that follows from and supports the argument presented Demonstrate command of the conventions of standard English grammar and usage when writing or speaking using transition words; command of the conventions of standard English capitalization, punctuation, and spelling when writing. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers produce clear and coherent writing? • How do writers 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 irrelevant and sufficient; recognize when irrelevant evidence is introduced”)? • How do writers draw evidence from literary or informational texts to support analysis, reflection, and research?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from text-based writing argument reading • A writer uses the conventions capitalization, punctuation, spelling, grammar, and usage when writing. • Analyze the purpose of information presented in diverse media and formats. • 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.
Learning Outcomes	<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- Students will read and analyze “What Different Houses Have”.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com , www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Unit 5 Writing Assessment: “What Different Houses Have” Approved Class Resource List
Content & Interdisciplinary Standards	

NJ 2016 SLS: English/Language Arts

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.2a. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.8.2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.8.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.8.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.8.2e. Establish and maintain a formal style/academic style, approach, and form.

W.8.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.8.3a. 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.
- W.8.3b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.8.3c. 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.
- W.8.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.8.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.8.9a. 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.8.9b. 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”).

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

- W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.1a. 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.
- SL.8.1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.8.1c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- SL.8.1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level
- 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students’ Individual Needs

Time/General

- Allow extra time
- Repeat and clarify directions
- Provide breaks in between tasks
- Have student verbalize directions
- Provide timelines/due dates for reports and projects

Processing

- Provide extra response time
- Have student verbalize steps
- Repeat directions
- Provide small group instruction
- Include partner work

Comprehension

- Provide reading material on student’s level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda
ELL, Enrichment, Gifted & Talented Strategies		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> • 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

Accommodations Based on Students' Individual Needs:

Enrichment 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 groupings 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

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations

- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.