

8th Grade ELA

Link Community Charter School

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Leadership/Summer Reading	9 lessons
<input checked="" type="checkbox"/> Unit 2: The Outsiders	32 lessons
<input checked="" type="checkbox"/> Unit 3: The Omnivore's Dilemma	40 lessons
<input checked="" type="checkbox"/> Unit 4: To Kill a Mockingbird	42 lessons
<input checked="" type="checkbox"/> Unit 5: A Raisin in the Sun	39 lessons

Unit 1: Leadership/Summer Reading

8th Grade ELA - Last Updated on July 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 8 - English Language Arts ELA (2020)

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.

NJSLSA.R2

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

NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.W1

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

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.

NJSLSA.SL2

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

NJSLSA.SL3

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

NJSLSA.L4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Unit 1: Leadership/Summer Reading

8th Grade ELA - Last Updated on July 6, 2022

DESIRED RESULTS

Established Goals

Students will begin their 8th grade year by exploring what it means to be a leader, since they are now the "leaders" of the school. After extracting the important qualities of leadership from an informational article, students will apply this framework to a review and analysis of *The Hate U Give*, by Angie Thomas, their summer reading book, as well as to themselves as they start to imagine who they want to be this year.

Transfer

Students will be able to independently use their learning to develop their own leadership qualities as 8th grade scholars.

Meaning

Big Ideas & Understandings

Students will understand that...

- Leaders can come in many forms; you don't have to be an extroverted, dominant personality to be a leader.
- **Leaders are made by how they face challenges.**
- **Leaders are not always born; they develop into who they are over time.**

Essential Questions

Which qualities do you think are most important in a good leader?

Choose a character from the text you studied. What leadership qualities does this character possess?

What challenges does this character face that make being a leader more difficult? What mistakes do they make along the way?

How does this character grow as a leader over the course of the text? Who or what helped this character become a better leader?

What have you learned about leadership by reading this book? How can you apply these lessons to your own life?

Acquisition

Knowledge

Skills

Unit 1: Leadership/Summer Reading

8th Grade ELA - Last Updated on July 6, 2022

Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none">• The qualities of leaders• How to connect what they've read in an informational article to a literary text• How to connect what they've read in an informational article to the real world and their own personal experience• How to engage in small and large group discussions• How to answer open-ended questions with evidence	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• reading an informational text and identifying main ideas as well as key details• making text-to-text, text-to-life, and text-to-world connections• talking and writing about leadership qualities as they relate to a literary character• finding textual evidence to support a claim

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Answering questions in writing• Informal small-group presentations• Short essay
	<p>Other Evidence:</p>

Unit 1: Leadership/Summer Reading

8th Grade ELA - Last Updated on July 6, 2022

LEARNING PLAN

Week	Text	Activity
1	<ul style="list-style-type: none">• "What are the Characteristics of a Good Leader?" article• <i>The Hate U Give</i> (read over the summer)	<ul style="list-style-type: none">• Class discussion about leadership qualities• Small group discussion to answer questions about article• Review plot, characters, setting, and theme of <i>The Hate U Give</i>• Identify leadership qualities demonstrated by Starr in THUG• Research examples of real-life leaders and compare with Starr• Final writing assignment (diagnostic essay)

Summary of Key Learning Events and Instruction:

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Texts and Resources:

What Are the Characteristics of a Good Leader? from the Center for Creative Leadership, <https://www.ccl.org/blog/characteristics-good-leader/>

The Hate U Give, by Angie Thomas

[Kid President Asks, "What Makes An Awesome Leader?"](#) YouTube video

Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSLA) - Grade 8 - English Language Arts ELA (2020)	
NJSLA.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.	
NJSLA.R2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLA.R3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
NJSLA.R6	
Assess how point of view or purpose shapes the content and style of a text.	
NJSLA.R9	
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
NJSLA.R10	
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
NJSLA.W1	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
NJSLA.W5	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
NJSLA.W4	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
NJSLA.W6	

Unit 2: The Outsiders

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Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
NJSLSA.L4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5
Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 6, 2022

DESIRED RESULTS

Established Goals

In the first half of this 8-week unit, students will review and develop the ability to draw inferences about character and support their analysis with textual evidence as they begin reading The Outsiders, using selected non-fiction articles to provide real-life context. In the second half of the unit, they will review the concept of theme and apply it to the text of The Outsiders as well as selected poems, and culminate with writing a literary analysis of theme in the novel. Advanced students will write an essay comparing and contrasting how a similar theme is developed in the novel and in one of the poems.

Transfer

Students will be able to independently use their learning to engage in critical conversations about identity using grade-appropriate texts as a reference and inspiration and relate them to their own personal experience.

Meaning

Big Ideas & Understandings

Students will understand that...

- An individual's sense of identity is developed by a combination of intrinsic as well as environmental factors.
- One's belonging in a group may require a person to sacrifice elements of their individuality to achieve social acceptance.
- One's sense of self impacts the way one is seen by others, and vice versa.
- Despite differences of "tribe" and culture, at their core, people have more in common than they think.

Essential Questions

Students will keep considering...

- 1. What makes up someone's identity? How is identity determined or created?
- 2. What is more important - individuality or social acceptance? What are the costs and benefits of conformity or nonconformity to a peer group?
- 3. How does a person's relationship with his/her peers affect the kind of person he/she will become?
- 4. How is the way we see ourselves different from the way others see us? How do we define ourselves by comparing ourselves to others?
- 5. How does society perpetuate the tension between social classes? How can we use our own experiences to counteract and dissolve that tension by building empathy for others?

Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 6, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• how authors develop characters using direct and indirect techniques.• how to use context clues and word roots to determine the meaning of an unfamiliar word in a text.• how word choice impacts tone and meaning.• the format of a RACE response.• correct citation format.• various methods for effectively introducing quotations in a RACE response.• that graphic organizers can be used to plan a literary essay.• the differences between prose and poetry.• what a theme statement is and how it is different from a topic.• how authors convey theme in a text.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Making inferences about characters based on close reading of the text and using textual evidence to support their observations.• Analyzing how an author creates characters using direct and indirect characterization techniques.• Writing original sentences that use new vocabulary words with rich context that conveys the words' meaning.• Writing well-developed RACE responses that answers text-based questions directly and accurately and explain how textual evidence can be used to support a claim or inference.• Identifying the unique elements of prose and poetry and analyzing how they create meaning in text.• Identifying themes in a text and comparing how two texts may develop a similar theme in different ways.• Planning a literary essay using graphic organizers.• Close reading a text to decipher how an author creates meaning.

Unit 2: The Outsiders

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">Literary analysis essay rubric	<p>Performance Task(s):</p> <ul style="list-style-type: none">Classwork, graphic organizers, homeworkMid-unit assessment: characterization and close-reading (<i>This assessment will measure your ability to infer character traits based on the close reading of a short passage of text, as well as write an analytical paragraph using evidence from the text. </i>)Biweekly vocabulary quizzesEnd-of-unit vocabulary assessmentEnd-of-unit assessment: literary analysis essay (identify a theme in <i>The Outsiders</i> and explain how three characters develop it)
	<p>Other Evidence:</p> <ul style="list-style-type: none">Teacher observationsAnecdotal notesExit tickets

ATTACHMENTS

 Literary_Analysis_Rubric_-_Compare_contrast.docx

Unit 2: The Outsiders

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1	Chapter 1 and 2 of The Outsiders	Vocabulary, Direct & Indirect Characterization
Week 2	Chapter 3 and 4 of The Outsiders Articles: <ul style="list-style-type: none">• "How Wealth Reduces Compassion," Daisy Grewal• "The Rich Are Different: More Money, Less Empathy," Maia Szalavitz• "Informational article about PTSD	Vocabulary, Characterization continued, Close Reading
Week 3	Chapter 5 and 6 of The Outsiders Poems: "Nothing Gold Can Stay," "We Real Cool"	Vocabulary, Intro to Theme, Intro to Poetry
Week 4	Chapter 7 and 8 of The Outsiders	Vocabulary
Week 5	Ch 9 and 10 of The Outsiders <ul style="list-style-type: none">• "Nothing Gold Can Stay"• "Gee, Officer Krupke"	Comparing theme across genre; poetry/song lyric analysis
Week 6	Ch 11 and 12 of The Outsiders	Introduce final essay writing assignment
Week 7	Final Essay; Vocabulary Test	

Unit 2: The Outsiders

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Texts:

Novel:

- *The Outsiders*, S.E. Hinton

Poems:

- "Nothing Gold Can Stay," Robert Frost
- "We Real Cool," Gwendolyn Brooks

Informational Texts:

- "Belonging is Our Blessing, Tribalism is our Burden," Saul Levine
- "How Wealth Reduces Compassion," Daisy Grewal
- "The Rich Are Different: More Money, Less Empathy," Maia Szalavitz
- Informational article about PTSD

Media:

- "Gee, Officer Krupke", *West Side Story*

Resources & Strategies for Differentiation:

https://docs.google.com/document/d/1bQ5GL5JL_Rf-thCL14InntoUFwpYSBX-f9lapDw770Y/edit?pli=1

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 8 - English Language Arts ELA (2020)

RI.8.2

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

RI.8.4

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.8.6

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.

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.

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.

W.8.9.a

Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new).

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.

W.8.1.a

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1

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

W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4

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

W.8.5

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

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

DESIRED RESULTS

Established Goals

In this unit, students analyze authors' and speakers' purposes and evaluate the claims they make. Students begin reading the Young Readers Edition of Michael Pollan's *The Omnivore's Dilemma*, a high-interest literary nonfiction text about where food comes from and how it gets to our plate. As they read the text, they are involved in a study of the author's purpose and how to determine what that is. At the same time, they analyze videos of speeches and interviews on the same topic of food and how it gets to our plate in order to analyze a speaker's purpose. In the second half of the unit, students move on to analyze authors' and speakers' claims and whether they use relevant and sufficient evidence and sound reasoning to support their claims. They also read and listen for the use of irrelevant evidence.

Transfer

Students will be able to independently use their learning to become critical thinkers who can evaluate authors' and speakers' claims in real-life news and media as more engaged and aware citizens of the world. They will also use what they learn about the food system in our country to make more informed decisions as consumers.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Understanding diverse points of view helps us live in an increasingly diverse society.• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What journey does food take before it gets to your plate?• What is the author's purpose? Why did they write that?• Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

Acquisition

- | | |
|---|--|
| <ul style="list-style-type: none">• how to cite text-based evidence that provides the strongest support for textual analysis.• how to determine a theme or central idea of an informational text.• how to read grade-level literary texts proficiently and independently• how to determine the meaning of words and phrases in text.• how to determine an author's point of view or purpose in informational text.• how to analyze how the author acknowledges and responds to conflicting evidence or viewpoints.• how to identify the argument and specific claims in a text.• how to analyze the purpose of information presented in different media and formats.• how to evaluate the motives behind a presentation.• how to determine a speaker's argument and specific claims.• how to evaluate the reasoning and evidence presented for soundness and relevance.• how to identify when irrelevant evidence introduced.• how to evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim).• how to write arguments to support claims with clear reasons and relevant evidence.• how to introduce claims, acknowledging and distinguishing the claims from alternate or opposing claims, and organizing the reasons and evidence logically.• how to support claims with logical reasoning and | <ul style="list-style-type: none">• citing text-based evidence that provides the strongest support for textual analysis.• determining a theme or central idea of an informational text.• reading grade-level literary texts proficiently and independently• determining the meaning of words and phrases in text.• determining an author's point of view or purpose in informational text.• analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.• identifying the argument and specific claims in a text.• analyzing the purpose of information presented in different media and formats.• evaluating the motives behind a presentation.• determining a speaker's argument and specific claims.• evaluating the reasoning and evidence presented for soundness and relevance.• identifying when irrelevant evidence introduced.• evaluating the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim).• writing arguments to support claims with clear reasons and relevant evidence.• introducing claims, acknowledging and distinguishing the claims from alternate or opposing claims, and organizing the reasons and evidence logically.• supporting claims with logical reasoning and relevant evidence and demonstrating an understanding of the topic or text. |
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Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

Acquisition

<p>relevant evidence and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none">• how to provide a concluding statement or section that following from and supports the argument presented.• how to use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.• how to establish and maintain a formal style.• how to produce clear and coherent writing that is appropriate to task, purpose, and audience.	<ul style="list-style-type: none">• providing a concluding statement or section that following from and supports the argument presented.• using words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.• establishing and maintaining a formal style.• producing clear and coherent writing that is appropriate to task, purpose, and audience.
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Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Persuasive Essay rubric</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Analyzing Authors' Purpose in Speech and Text: In Part 1, students analyze the speakers' purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan's purpose in a new excerpt of The Omnivore's Dilemma. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoint. In both Parts 1 and 2 of the assessment, students record their thinking on graphic organizers.• Evaluating Claims: Students evaluate the claims in a speech and a new excerpt of The Omnivore's Dilemma for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers.• Final Essay - Advocating Persuasively: Students will write a persuasive essay in which they respond to the following question - "Which of the four food chains would you choose to feed your family and why? Students will write a five-paragraph argumentative essay that acknowledges and rebuts a counterclaim as they defend their choice.
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Graphic organizers• Text-dependent questions• Gists annotated on sticky notes• Exit tickets

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

	<ul style="list-style-type: none">• RACE questions• Classwork and homework• Comprehension checks
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Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1 (Lessons 1-2)	Ch 1-3 (excerpts)	Building background knowledge; reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose
Week 2 (Lessons 3-4)	Ch 5-7 (excerpts)	Reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose
Week 3 (Lessons 5-7)	Ch 10-11 Birke Baehr TED Talk	Reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose; describing speakers' purpose and evaluating motives of a media presentation; Mid-Unit Assessment
Week 4 (Lessons 8-9)	Ch 12-14	Reading for gist; citing textual evidence; reading closely to answer text-dependent questions; evaluating two arguments for the same claim to identify which is strongest; evaluating an argument for sound reasoning and sufficient relevant evidence
Week 5 (Lesson 10-11)	Ch 20-21	Reading for gist; citing textual evidence; reading closely to answer text-dependent questions; evaluating an argument for sound reasoning and sufficient relevant evidence; identifying irrelevant evidence
Week 6 (Lesson 14 - End-of-Unit Assessment)	End-of-Unit Assessment Afterword: Vote with Your Fork	determining the speaker's argument and claims in a video clip and evaluating the reasoning the evidence used to support the claim; identifying irrelevant evidence used in a video clip; evaluating the argument and specific claims in a

Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

		text
Week 7	Read additional excerpts from past chapters depending on essay topic	Introducing and Planning Final Essay
Week 8	n/a	Drafting and Revising Final Essay

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 8 - English Language Arts ELA (2020)

RL.8.1

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

RL.8.2

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

RL.8.3

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

RL.8.4

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

RL.8.5

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

RL.8.6

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

RL.8.7

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

RL.8.9

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

RL.8.10

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.8.1

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

RI.8.2

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

RI.8.4

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

RI.8.5

Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7

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

W.8.1

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

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.8.4

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

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

DESIRED RESULTS

Established Goals

Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first part of the unit, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the unit's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the next part of the unit, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their argument essay. In addition to reading and studying the text, students will view excerpts of the *To Kill a Mockingbird* film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In the second half of the unit, students will engage in a meta-analysis of the novel in the context of modern-day criticism that the text should no longer be taught in schools because it is outdated and offensive. After reading and analyzing several articles critiquing the novel from various angles, students will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they take a position on whether the novel should still be taught in schools and support it with evidence from both the novel and at least one of the critical articles.

Transfer

Students will be able to independently use their learning to think critically about a canonical text and form their own opinions about whether, and how, the text should be presented to students in contemporary classrooms.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Authors use the structure of texts to create style and convey meaning.
 - Authors use allusions to layer deeper meaning in the text.
 - Just because a text is a classic doesn't mean it's above reproach.
 -

Essential Questions

- Students will keep considering...
- How does taking a stand in small ways show integrity?
 - Is it worth taking a stand for one's self? For others?
 - What do we know that Scout doesn't?
 - How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?
 - What makes a text worthy of being seen as a classic piece of literature?

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

Meaning	
	<ul style="list-style-type: none">• What qualities make a text a good or bad choice for including in a school curriculum?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• how to cite text-based evidence that provides the strongest support for analysis of a literary text.• how to determine a theme or the central idea of literary text.• how to analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot).• how to objectively summarize literary text.• how to analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.• how to determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).• how to analyze the impact of word choice on meaning and tone (analogies or allusions).• how to compare and contrast the structure of multiple texts.• how to analyze how different structures impact meaning and style of a text.• how to analyze how difference in points of view between characters and audience create effects in writing.• how to analyze the extent to which a filmed or live production follows the text or script of the same literary text.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• citing text-based evidence that provides the strongest support for analysis of a literary text.• determining a theme or the central idea of literary text.• analyzing the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot).• objectively summarizing literary text.• analyzing how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.• determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).• analyzing the impact of word choice on meaning and tone (analogies or allusions).• comparing and contrasting the structure of multiple texts.• analyzing how different structures impact meaning and style of a text.• analyzing how difference in points of view between characters and audience create effects in writing.• analyzing the extent to which a filmed or live production follows the text or script of the same literary text.

Unit 4: To Kill a Mockingbird

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Acquisition

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| <ul style="list-style-type: none">• how to evaluate the choices made by a director or actors in presenting an interpretation of a script.• how to analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).• how to interpret, analyze, and evaluate narratives, poetry, and drama artistically by making connections to other texts, ideas, cultural perspectives, time periods, personal events, and situations.• how to evaluate and make informed judgments about the quality of texts based on a set of criteria.• how to analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).• how to determine an author's point of view or purpose in an informational text.• how to analyze how the author acknowledges and responds to conflicting evidence or viewpoints.• how to evaluate the advantages and disadvantages of using different mediums to present an idea.• how to write arguments to support claims with clear reasons and relevant evidence.• how to produce clear and coherent writing that is appropriate to task, purpose and audience.• how to use the writing process to ensure that purpose and audience have been addressed.• how to use evidence from literary or informational texts to support analysis, reflection, and research.• how to effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. | <ul style="list-style-type: none">• evaluating the choices made by a director or actors in presenting an interpretation of a script.• analyzing the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).• interpreting, analyzing, and evaluating narratives, poetry, and drama artistically by making connections to other texts, ideas, cultural perspectives, time periods, personal events, and situations.• evaluating and making informed judgments about the quality of texts based on a set of criteria.• analyzing the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).• determining an author's point of view or purpose in an informational text.• analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.• evaluating the advantages and disadvantages of using different mediums to present an idea.• writing arguments to support claims with clear reasons and relevant evidence.• producing clear and coherent writing that is appropriate to task, purpose and audience.• using the writing process to ensure that purpose and audience have been addressed.• using evidence from literary or informational texts to support analysis, reflection, and research.• effectively engaging in discussions with diverse partners about eighth-grade topics, texts, and issues.• expressing their own ideas clearly during discussions.• building on others' ideas during discussions. |
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Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

Acquisition

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| <ul style="list-style-type: none">• how to express their own ideas clearly during discussions.• how to build on others' ideas during discussions.• how to use correct capitalization, punctuation, and spelling to send a clear message to a reader.• how to use a variety of strategies to determine the meaning of unknown words and phrases.• how to analyze figurative language, word relationships, and nuances in word meanings. | <ul style="list-style-type: none">• using correct capitalization, punctuation, and spelling to send a clear message to a reader.• using a variety of strategies to determine the meaning of unknown words and phrases.• analyzing figurative language, word relationships, and nuances in word meanings. |
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Unit 4: To Kill a Mockingbird

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Literary analysis essay rubric	Performance Task(s): <ul style="list-style-type: none">Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"Analyzing Author's Craft in To Kill a Mockingbird: Allusions, Text Structure, Connections to Traditional Themes, and Figurative LanguageText-to-Film and Perspective Comparison of To Kill a MockingbirdArgument Essay: Should TKM be taught in schools?
	Other Evidence: <ul style="list-style-type: none">Graphic organizersText-dependent questionsGists annotated on sticky notesExit ticketsRACE questionsClasswork and homeworkComprehension checks

Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1 (Lessons 1.1-1.5)	Shirley Chisholm speech: "Equal Rights for Women"; Sojourner Truth speech: "Ain't I A Woman?"	Fayer model; text-dependent questions; annotating text; analyzing paragraph structure
Week 2 (Lessons 1.6-1-10)	Lyndon Johnson's "The Great Society" To Kill a Mockingbird Ch 1-2	mid-unit assessment; structured notes; summarizing; vocabulary; text-dependent questions; analyzing narrative structure
Week 3 (Lessons 1.11 - 1.14)	To Kill a Mockingbird Ch 3-5	structured notes; summarizing; vocabulary; text-dependent questions; text-to film comparison; analyzing narrative structure
Week 4 (Lessons 1.15-1.19)	TKM Ch 6-10	analyzing character perspectives; mood & tone; comparing text structures; text-to-film comparison; analyzing theme and figurative language; Assessment: Analyzing Author's Craft
Week 5 (Lessons 2.1 - 2.3)	TKM Ch 11-17	structured notes; analyzing character perspectives; text-to-film comparison
Week 6 (Lessons 2.4 - 2.7)	TKM Ch 18-23	Assessment: text-to film and perspective comparison; structured notes; impact of word choice on tone; irony
Week 7 (Lessons 2.8 - 2.10)	TKM Ch 24-28	structured notes; analyzing development of theme over the course of a text
Week 8 (Lessons 2.11-2.13)	TKM Ch 28-31; Critical Articles	analyzing and evaluating argument
Week 9	Argument Essay	planning; drafting; revising

Unit 4: To Kill a Mockingbird

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Monroe Freedman, "Atticus Finch: Right and Wrong"

Alice Randall, "Why Are We Still Teaching To Kill a Mockingbird in Schools"

Gbenga Akinagbe, "Every night, racists kill me. Then I leave the theater for a world of danger"

[Resources for Differentiation](#)

Unit 5: A Raisin in the Sun

8th Grade ELA - Last Updated on July 6, 2022

STANDARDS ADDRESSED

New Jersey (NJSLA) - Grade 8 - English Language Arts ELA (2020)	
NJSLA.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.	
NJSLA.R2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLA.R3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
NJSLA.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.	
NJSLA.R6	
Assess how point of view or purpose shapes the content and style of a text.	
NJSLA.R7	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
NJSLA.R10	
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
NJSLA.W1	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
NJSLA.W3	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
NJSLA.W5	

Unit 5: A Raisin in the Sun

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Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.
NJSLSA.SL2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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.
NJSLSA.SL5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4

Unit 5: A Raisin in the Sun

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit 5: A Raisin in the Sun

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DESIRED RESULTS

Established Goals

By acting out the play *A Raisin in the Sun* in a readers theater format, students will engage with the text deeply and form a personal connection to it while analyzing Lorraine Hansberry's groundbreaking representation of realistic, complex Black characters. Students will also use the study of additional texts and media to contextualize the themes and real-world connections to the issues of the mid-20th-century time period: civil rights, racism, class, feminism, connecting to one's roots. By the end of the unit, students will be able to explore and evaluate the play's success in presenting a progressive and authentic look at a Black family by writing a persuasive literary essay.

Transfer

Students will be able to independently use their learning to analyze characters in a text; understand how societal influences shape individual's personalities and choices, and consider how individuals may work with or against these forces to achieve self-actualization; consider difference points of view on a variety of world issues; convey their thinking visually and symbolically as well as verbally; be able to make an oral presentation in front of their peers; write persuasively about the intersection of social justice and literature.

Meaning

Big Ideas & Understandings

Students will understand that...

- Race, gender, socioeconomic circumstances, and life experience play a significant role in determining an individual's identity and access to opportunities.
- It is important to weigh the needs of the individual against the needs of a family or social group.
- Every issue has more than one side or angle that must be considered; there are no black-and-white answers.

Essential Questions

Students will keep considering...

1. What does it mean to be a "man"?
2. What role does history play in the formation of one's identity?
3. How does one balance the needs of the one's family with one's own dreams and ambitions?
4. What is racism and how can individuals fight against it?
5. Is there more than one way to fight for freedom and equality?
6. How can one's economic status help or hinder a person in the pursuit of their goals and influence their decision-making?
7. How can gender expectations limit one's ability to make life choices freely?

Unit 5: A Raisin in the Sun

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• How to analyze poetry for tone and mood.• How to find the theme of a poem• How to compare and contrast poems on similar topics to understand the nuanced differences in tone, mood, and theme• How setting can influence character and plot events in a text• How characters are created and conveyed by an author• How to infer character traits based on actions and dialogue• How to represent the analysis of a character visually, using symbolism• How to use new vocabulary in context• How to analyze literature by writing persuasively	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• paraphrasing poetry• identifying the tone, mood and theme of a poem• comparing and contrasting tone, mood, and theme of two poems on a similar topic• analyzing the elements of setting that contribute to characterization and influence plot• making inferences about characters• representing character traits visually using symbolism• speaking in public• using new vocabulary in context• writing persuasively

Unit 5: A Raisin in the Sun

8th Grade ELA - Last Updated on July 6, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Morning at Home Rubric• Brain Dump Project Rubric• Persuasive Essay Rubric	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Morning at Home creative writing assignment (dramatic scene or narrative)• Brain Dump Poster Project & Presentation (collage of magazine pictures to represent a major character in the play)• Vocabulary Quizzes• Final Persuasive Essay - Prompts include: 1) Does Raisin in the Sun dismantle or reinforce stereotypes about the black family? 2) Is Walter Lee a hero? 3) Is Raisin in the Sun a feminist text?
	<p>Other Evidence:</p> <p>RACE responses to comprehension questions</p> <p>Vocabulary sentences</p> <p>Performing in readers theater</p> <p>Participation in class discussion</p>

ATTACHMENTS

 Morning_at_Home_Rubric.docx

 Brain_Dump_Collage_rubric_2022.docx

 Literary_Analysis_Rubric.docx

Unit 5: A Raisin in the Sun

8th Grade ELA - Last Updated on July 6, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week	Readings	Topics & Skills
1	"Harlem" and "Dreams" by Langston Hughes	Tone, Mood, and Theme in poetry; grape/raisin sensory activity Compare/Contrast two poems Make predictions about play based on title being derived from poem
2	<i>A Raisin in the Sun</i> , Act 1 Scene 1, pages 23-31	Paraphrasing passages for comprehension Analyzing how setting can provide insight into characters Learning how to act out scenes in readers theater Vocabulary
3	<i>A Raisin in the Sun</i> , Act 1 Scene 1, pages 31-53	Continue getting to know the characters and analyzing setting Vocabulary Introduce Morning at Home writing assignment
4	<i>A Raisin in the Sun</i> , Act 1 Scene 2, pages 54-75	Understanding assimilation vs. Afro-centrism Gender roles in relationships Vocabulary Introduce Brain Dump Poster Project
5	<i>A Raisin in the Sun</i> , Act 2 Scene 1, pages 76-95	Continue working on Brain Dump Posters; make presentations Vocabulary
6	<i>A Raisin in the Sun</i> , Act 2 Scene 2, pages 96-109 and Act 2, Scene 3, pages 110-130 "Booker T. and W.E.B." by Dudley Randall	"Dear George" letter Poetry analysis Vocabulary
7	<i>A Raisin in the Sun</i> , Act 3, pages 131-151	Idealism vs. realism; optimism vs. pessimism Introduce final essay topics; brainstorm
8	n/a	Work on Final Persuasive Essay

Unit 5: A Raisin in the Sun

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

"Harlem" and "Dreams," two poems by Langston Hughes

"Booker T. and W.E.B.," a poem by Dudley Randall

"All the Way Home" 1957 short film on housing discrimination available on YouTube

Resources & Strategies for Differentiation:

https://docs.google.com/document/d/1bQ5GL5JL_Rf-thCL14InntoUFwpYSBX-f9lapDw770Y/edit?pli=1