

**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Conventions of Standard English	Pacing:	8 weeks September to the beginning of November
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Unit Summary:

In this unit, students will explore the extensive classifications of verbs with mini-lessons that introduce verb forms and formative assessments via IXL to gauge proficiency.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

Objectives:

SWBAT explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

SWBAT form and use verbs in the active and passive voice.

SWBAT form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

SWBAT recognize and correct inappropriate shifts in verb voice and mood.*

SWBAT use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Questions:

- As a writer, and as a reader, why is verb tense important?
- Why should we vary sentence structure in our writing?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.8.1

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

CCSS.ELA-LITERACY.L.8.1.A

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

CCSS.ELA-LITERACY.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

CCSS.ELA-LITERACY.L.8.1.D

Recognize and correct inappropriate shifts in verb voice and mood.*

CCSS.ELA-LITERACY.L.8.3

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

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY		
Interdisciplinary Connections	Including 21st Century Themes and Skills	
Math Science Social Studies Art	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy

Music Technology Spanish	Health Literacy Environmental Literacy	Information Literacy Information, Communication & Technology Life & Career Skills
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Sadlier Connect	<ul style="list-style-type: none"> • Verbals Worksheets • Infinitives • Gerunds • Participles IXL Exercises: 8th Grade, D.13 - D.15	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device • IXL
Form and use verbs in the active and passive voice.	Sadlier Connect	<ul style="list-style-type: none"> • Active/Passive Voice Worksheet • Active and Passive Voice IXL Exercises: 8th Grade, D.11	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device • IXL
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Online resources	<ul style="list-style-type: none"> • Verb Moods Worksheet IXL Exercises: 8th Grade	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

			<ul style="list-style-type: none"> ● 1:1 Device ● IXL
Recognize and correct inappropriate shifts in verb voice and mood.*	Study.com video resource Shift Resource	<ul style="list-style-type: none"> ● Video Resource ● Shift Resource ● Shift in Voice Worksheet ● Shift in Mood Worksheet ● IXL Exercises: 8th Grade, D.8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Online Resources	<ul style="list-style-type: none"> ● Active/Passive Worksheets ● Conditional/Subjunctive Worksheets ● IXL Exercises: 8th Grade, D.11, D.12 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Monitor student participation during warm ups and check</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.

For a quiz grade, students will identify the different functions of verbs, form and use of verbs in active and passive voice, form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood, and identify shifts in verb voice and mood.

Suggested skills to be assessed:

L.8.1.A,B,C,D

L.8.3.A

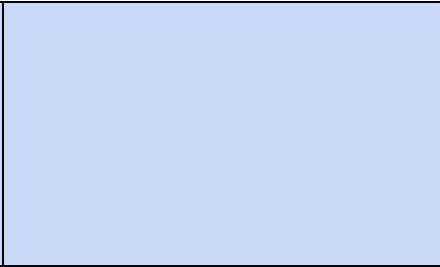
Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to,

<p>instructions</p> <ul style="list-style-type: none"> • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' 	<p>communications for parents in native language</p> <ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>selection and use of appropriate and specialized resources.</p> <ul style="list-style-type: none"> • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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reading levels.

- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.



**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Capitalization, Punctuation, Formatting, and Spelling	Pacing:	10 weeks Beginning of November to end of December
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Unit Summary:

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will review why certain rules are in place and what can happen when those rules are broken. From this point, we will introduce and practice how to use more complex punctuation such as semicolons, ellipses, hyphens, and dashes. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. There will be two types of summative assessment for this unit. The first summative assessment will require students to achieve at least an 80 on specified IXL skills by the end of the unit. The second summative assessment will be a mini-project where students create and present posters illustrating the ways that they remember the correct spelling of frequently confused words. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

*After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students writing will be addressed through one-on-one conferences and small group instruction if needed.

Objectives:

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.
SWBAT include appositives in their writing by using commas or dashes.
SWBAT effectively use semicolons, hyphens, dashes, and ellipses in their own writing.

Essential Questions:

- Why is correct spelling important?
- How can incorrect spelling affect your reader?
- Why is proper punctuation important?
- How can punctuation completely change the intended meaning of a sentence?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.B

Use an ellipsis to indicate an omission.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

Interdisciplinary Connections

Including 21st Century Themes and Skills

Math

Global Awareness

Creativity & Innovation

Science Social Studies Art Music Technology Spanish	Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Comma Review	Pearson Reality Central: Real World Writing Journal (220-222) IXL	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills F.1,2,3,4,5,7,8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Semicolons	Pearson Reality Central: Real World Writing Journal (220-222) IXL	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills F.8,9 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Dashes and Hyphens	Pearson Reality Central: Real World Writing Journal (220-222) IXL	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills F.10,11 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Using Ellipses Properly	Pearson Reality Central: Real World Writing Journal (220-222)	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills 	<ul style="list-style-type: none"> ● Smart Board Applications

	IXL	F. 12	<ul style="list-style-type: none"> ● Google Applications ● IXL
Capitalization	<p>Pearson Reality Central: Real World Writing Journal (219)</p> <p>IXL & Grammar Bytes</p>	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills F.13,14,16 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Formatting Quotations and Dialogue, a Review from Writer's Workshop; Formatting Titles Review	<p>Pearson Reality Central: Real World Writing Journal (220)</p> <p>Writer's Workshop Units of Study</p> <p>IXL</p>	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills F.16, 18 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Punctuation Review	<p>Pearson Reality Central: Real World Writing Journal (219-222)</p> <p>IXL</p>	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: F Skills 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Frequently Confused Words Continued	<p>Pearson Reality Central: Real World Writing Journal (224-226)</p> <p>IXL</p>	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: M.1, 2 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Week Nine: Errors	Pearson Reality Central: Real World	<ul style="list-style-type: none"> ● M.U.G. Shots 	<ul style="list-style-type: none"> ● Smart Board

	Writing Journal (223) IXL	<ul style="list-style-type: none"> ● IXL: M.3, 4 	<ul style="list-style-type: none"> ● Applications ● Google Applications ● IXL
Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (227) IXL	<ul style="list-style-type: none"> ● M.U.G. Shots ● IXL: All M Skills 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Monitor student participation during warm ups and check for accurate completion of grammar worksheets. Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Part I: Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: F.5, F.9, F.14, M.1, M.2</p> <p>Part II: Students will create posters illustrating the ways that they remember the correct spelling of frequently confused words. They will present these to the class and hang them up.</p> <p>Suggested skills to be assessed: L.8 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • At the end of the unit, students can create posters illustrating the ways that they remember the correct spelling of frequently confused words. They can present these to the class and hang them up. • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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 of one's relationships with people, societal institutions, nature and culture.

<p>are aware of expectations.</p> <ul style="list-style-type: none">• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			<ul style="list-style-type: none">• Allow students to assist peers or teach a lesson on a grammar concept to the class
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Pacing Chart/Curriculum MAP

Marking Period:	2-3	Unit Title:	Prefixes, Suffixes, and Roots	Pacing:	10 weeks Beginning of January to the beginning of April
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Unit Summary:

In this unit, students will use their knowledge of Prefixes, Suffixes, and Greek and Latin Roots to determine the meaning of unknown words. Students will build on their prior knowledge from 7th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

Objectives:

SWBAT determine the meaning of unknown words through context clues and their knowledge of prefixes, suffixes, and Greek and Latin roots.

SWBAT use print and digital dictionaries to determine the meaning of unknown words.

Essential Questions:

- How can we use Greek and Latin roots in our daily lives?
- What are some strategies we can use when we come across words we do not recognize?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.8.4.B

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

CCSS.ELA-LITERACY.L.8.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY		
Interdisciplinary Connections	Including 21st Century Themes and Skills	
Math Science Social Studies Art Music Technology Spanish	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Prefixes and Suffixes	IXL - G Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade G.1,2,3,4,5,6,7,8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Greek and Latin Roots	IXL - H Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade H.1,2,3,4 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Denotative and Connotative Meaning	IXL - I Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade H.1,2,3,4 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Teacher will monitor student progress through IXL and</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Students will earn a score of 80 on each IXL skill in the unit.</p>

provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of prefixes, suffixes, roots, and stems into other areas of class; prompt students draw from prior knowledge on a regular basis.

Suggested skills to be assessed:

L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually 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

<p>for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<p>growth.</p> <ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 8**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Vocabulary	Pacing:	April through June
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Unit Summary:

In this unit, students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. In addition, students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Students will build on their prior knowledge from 7th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

Objectives:

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

SWBAT use the relationship between particular words to better understand each of the words.

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

SWBAT acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions:

- Why is improving your vocabulary important?
- How do figures of speech enhance writing?

Common Core State Standards/Learning Targets:

CCSS.ELA-LITERACY.L.8.5

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

CCSS.ELA-LITERACY.L.8.5.A

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

CCSS.ELA-LITERACY.L.8.5.B

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

CCSS.ELA-LITERACY.L.8.5.C

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

CCSS.ELA-LITERACY.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

Interdisciplinary Connections

Including 21st Century Themes and Skills

Math
Science
Social Studies
Art

Global Awareness
Financial, Economic, Business and Entrepreneurial
Literacy
Civic Literacy

Creativity & Innovation
Critical Thinking & Problem Solving
Communication & Collaboration
Media Literacy

Music Technology Spanish	Health Literacy Environmental Literacy	Information Literacy Information, Communication & Technology Life & Career Skills
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Figures of speech	IXL - R Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade R. 1,2,3,4,5,6,7,8 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Using word relationships to determine meaning	IXL - J Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade J.1,2,3,4,5,6,7,8,9 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL
Denotative and Connotative Meaning	IXL - K Skills	<ul style="list-style-type: none"> ● IXL ● 8th Grade K.1,2,3,4,5 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● IXL

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

the high expectations of standards.

Suggested activities to assess student progress:
 Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of figures or speech and determining word meaning and encouraging vocabulary development throughout readers and writers workshops.

Final Assessment/Benchmark/Project:

Students will earn a score of 80 on each IXL skill in the unit.
 Students will aim to consistently improve upon ABRA Vocabulary scoring through use of Quizlet and Quizlet Live.

Suggested skills to be assessed:

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

<p>instructions</p> <ul style="list-style-type: none"> • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' 	<p>native language</p> <ul style="list-style-type: none"> • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>daily routine.</p>	<ul style="list-style-type: none"> • 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 of one's relationships with people, societal institutions, nature and culture.
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reading levels.

- Utilize manipulatives as necessary.
- Establish a consistent and daily routine