Bloomfield Public Schools
Grade Level: 8
Content: English Language Arts

Unit Title	Pacing	Essential Questions	Priority Standards	Supporting Standards	Key Skills	Assessments	Resources
Unit 1: "Through Different Eyes": Character, Short Stories, & Inform-ative Writing	**Suggested Pacing**: 6 weeks—Labor Day (early Sep.) to Indigenous Peoples' Day (mid Oct.)	• How do authors use techniques in **short stories** to develop complex themes? • How can different **points of view** and **characterization** lead to multiple interpretations of a story? • How can we refine our **informative writing** to convey complex ideas in a clear, structured, and engaging way?	• W.8.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • 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.	• W.8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	• Write informative texts (W.8.2) • Analyze point of view (RL.8.6) • Analyze characterization (RL.8.3) • Use information to develop a topic (W.8.2.B) • Comprehend short stories (RL.8.10)	**Summative Assessment**: 750-word informative essay **Formative Assessments**: Characterization terms assignment Character analysis Text-dependent comprehension questions Point-of-view definitions assignment Group discussions Socratic seminar(s)	**Suggested Anchor Text**: "Button, Button" by Richard Matheson **OR** any grade-8 text from the "Short Stories" section of this list **Suggested Supplemental Texts & Resources**: this List

			● 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. ● W.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	● W.8.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic. ● W.8.2.E: Establish and maintain a formal style. ● W.8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented. ● L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,		Daily writing routines (Do Now, Journals, Closures) Short story vocabulary assignment IXL grammar skills Transitional phrases assignment Thesis statement Essay outline in MLA format Introduction paragraph Body paragraphs Conclusion paragraph Rough draft Essay self-evaluation checklist Peer review	

				rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ● 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.			
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**
Unit 2: "Face the Facts": Nonfiction, Memoirs, & Collabo- rative Discussion	**Suggested Pacing**: 7 weeks—Indigenous Peoples' Day (mid Oct.) to Thanks-giving Recess	● How can analyzing an author's purpose and use of evidence help us evaluate the effectiveness of an **informational text**? ● How do stylistic elements and organizational choices in **biographies** and **memoirs** shape our interpretation of a person's experiences	● 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. ● RI.8.2: Determine a central idea of a text	● 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. ● SL.8.1.B: Follow rules for collegial	● Engage in discussions (SL.8.1) ● Analyze author's purpose & main idea (RI.8.2) ● Analyze development of text elements (RI.8.3)	**Summative Assessment**: Formal debate **Formative Assessments**: ● Text-dependent comprehension questions ● Group discussions ● Socratic seminar(s)	**Suggested Anchor Text**: *Born a Crime* by Trevor Noah **OR** any grade-8 text from the "Memoirs, Biographies, & Narrative Nonfiction" section of this list **Suggested Supplemental Texts & Resources**: this List

	(late Nov.)	and the broader historical context? ● How can we navigate differing viewpoints and challenge ideas respectfully to deepen understanding in **collaborative discussions**?	and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ● RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ● SL.8.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. ● SL.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. ● SL.8.1.D: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ● 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.	● Prepare for discussions (SL.8.1.A) ● Comprehend informational texts (RI.8.10)	● Daily writing routines (Do Now, Journals, Closures) ● Memoir vocabulary assignments ● IXL grammar skills	
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**

Unit 3: "A Unique Imprint": Style, Poetry, & Literary Analysis	**Suggested Pacing**: 3 weeks—Thanks-giving Recess (late Nov.) to Holiday Recess (late Dec.)	• How does a poet's sophisticated use of style and literary devices invite multiple interpretations and deepen our understanding of a **poem's** themes? • How can we read "**closely**" to analyze the author's stylistic choices—such as figurative language, syntax, and structure?	• 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. • L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • 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. • W.8.4: Produce clear and coherent writing in which the development, organization, and style	• L.8.5.A: Interpret figures of speech (e.g. verbal irony, puns) in context. • L.8.5.B: Use the relationship between particular words to better understand each of the words. • L.8.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). • 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.	• Interpret word choice, figurative & connotative meanings (RL.8.4) • Describe figurative language, word relationships, & nuance (L.8.5) • Define key language arts concepts / terms (L.8.6) • Read closely & annotate text (W.8.4) • Comprehend poetry (RL.8.10)	**Summative Assessment**: Annotated close reading with comparative analysis **Formative Assessments**: • Text-dependent comprehension questions • Group discussions • Socratic seminar(s) • Daily writing routines (Do Now, Journals, Closures) • Poetry vocabulary assignments • IXL grammar skills	**Suggested Anchor Text**: "The Raven" by Edgar Allen Poe **OR** any grade-8 text form the "Poems & Poetry Collections" section of this list **Suggested Supplemental Texts & Resources**: this List

			are appropriate to task, purpose, and audience.				
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**
Unit 4: "A World of Meaning": Theme. Drama, & Research Writing	**Suggested Pacing**: 6 weeks—Holiday Recess (early Jan.) to Presidents' Day (mid Feb.)	• How do multiple **themes** interact and evolve in a text, and what do they reveal about the author's message? • How do **playwrights** use language, symbolism, and theatrical conventions to create layered meanings and challenge audience interpretations? • In what ways can choosing, analyzing, and citing strong sources enhance the effectiveness of our **research** writing?	• W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • 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	• 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.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. • L.8.1: Demonstrate command of the	• Conduct research projects (W.8.7) • Analyze theme (RL.8.2) • Identify & evaluate sources (W.8.8) • Use evidence to support research (W.8.9) • Comprehend dramas/plays (RL.8.10)	**Summative Assessment**: Research podcast **Formative Assessments**: • Research question approval • Annotated bibliography • Podcast outline • Proof of audio recording • Podcast transcript • Text-dependent comprehension questions • Group discussions • Socratic seminar(s) • Daily writing routines (Do	**Suggested Anchor Text**: *Twelve Angry Men* by Reginald Rose **OR** any grade-8 text form the "Plays" section of this list **Suggested Supplemental Texts & Resources**: this List

			objective summary of the text. ● W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	conventions of standard English grammar and usage when writing or speaking. ● 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.		Now, Journals, Closures) ● Play vocabulary assignments ● IXL grammar skills	
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**
Unit 5: "From Claim to Conclu- sion": Genre, Novels, & Argumentative Writing	**Suggested Pacing**: 8 weeks—Presidents' Day (mid Feb.) to Spring Recess	● How do authors use **setting** as a strategic element to define a novel's **genre** and deepen its themes, inviting varied interpretations? ● How do we maintain engagement over the course of a long **novel**, and how is reading a	● W.8.1: Write arguments to support claims with clear reasons and relevant evidence. ● RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes	● RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evi-dence is relevant and sufficient; recognize when irrelevant evi-dence is introduced.	● Write arguments (W.8.1) ● Cite textual evidence (RL.8.1) ● Analyze genre & text structure (RL.8.5)	**Summative Assessment**: 1,000-word argumentative essay **Formative Assessments**: ● Text-dependent comprehension questions	**Suggested Anchor Text**: *Bronx Masquerade* by Nikki Grimes **OR** any grade-8 text from the "Novels & Novellas" section of this list **Suggested Supplemental Texts**

	(mid Apr.)	novel different from reading shorter texts in terms of understanding characters and themes? ● How can we use **argumentative writing** to clearly and persuasively make claims, support them with evidence, and respond to opposing views?	to its meaning and style. ● RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● W.8.1.A: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● W.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	● 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. ● RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. ● 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.D: Establish and maintain a formal style. ● W.8.1.E: Provide a concluding statement or section that follows	● Analyze setting (RL.8.2) ● Introduce claims (W.8.1.A) ● Support claims (W.8.1.B) ● Comprehend novels (RL.8.10)	● Group discussions ● Socratic seminar(s) ● Daily writing routines (Do Now, Journals, Closures) ● Novel vocabulary assignments ● IXL grammar skills	**& Resources**: this List

			understanding of the topic or text.	from and supports the argument presented. ● L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● 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.			
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**

Unit 6: "Multiple Modes & Media": Plot, Graphic Novels, & Oral Presentation	**Suggested Pacing**: 4 weeks—Spring Recess (mid Apr.) to mid May	• How do different **plot structures** (such as the three-act structure, Freytag's pyramid, or the hero's journey) offer methods for writers to influence the way their story develops? • How do **graphic novel** creators use multimodal techniques—such as color, typography, and spatial design—along with textual choices to create complex stories? • What **oral presentation** techniques can help communicate complex ideas to an audience?	• SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. • 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.8.5: 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. • SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and	• 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. • 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. • SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on	• Deliver oral presentation (SL.8.4) • Analyze plot structure (RL.8.5) • Analyze plot development (RL.8.3) • Include multimedia components in presentations (SL.8.5) • Comprehend multimodal texts (RL.8.10)	**Summative Assessment**: 10-minute oral presentation (solo) **Formative Assessments**: • Text-dependent comprehension questions • Group discussions • Socratic seminar(s) • Daily writing routines (Do Now, Journals, Closures) • Graphic novel vocabulary assignments • IXL grammar skills	**Suggested Anchor Text**: *Invisible* by Christina Diaz Gonzalez & Gabriela Epstein **OR** any grade-8 text from the "Graphic Novels & Multimodal Texts" section of this list **Suggested Supplemental Texts & Resources**: this List • [Multimodal texts: graphic novel, speech, film, podcast, political cartoon, advertisement, website, video game, etc.]

			evidence, and add interest.	matters of fact or interpretation. • 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.			
Unit Title	**Pacing**	**Essential Questions**	**Priority Standards**	**Supporting Standards**	**Key Skills**	**Assessments**	**Resources**
Unit 7: "Putting It All Together": Conflict, Mythology, & Narrative Writing	**Suggested Pacing**: 4 weeks—mid May to end of year (mid June)	• How do authors use **conflict** to explore complex ideas, values, or human experiences? • How do authors use narrative structure, symbolism, and cultural context in **mythology**, **folklore**, and **religious texts** to challenge our understanding of human nature and society? • How can techniques like characters, plot, dialogue, and description be used to create compelling **narratives**?	• W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. • RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	• 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.8.3.A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	• Write narratives (W.8.3) • Use dialogue, pacing, & description (W.6.3.B) • Compare & contrast texts (RL.8.9) • Comprehend myths/ legends (RL.8.10)	**Summative Assessment**: 750-word original narrative with multiple perspectives **Formative Assessments**: • Text-dependent comprehension questions • Group discussions • Socratic seminar(s) • Daily writing routines (Do Now, Journals, Closures)	**Suggested Anchor Text**: "The Death of Baldur" (Norse mythology) **OR** any grade-8 text from the "Mythology, Folklore, & Religious Texts" section of this list **Suggested Supplemental Texts & Resources**: this List

			● W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● 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.	● W.8.3.C: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ● W.8.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● W.8.3.E: Provide a conclusion that follows from and reflects on the narrated experiences or events. ● L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.8.2: Demonstrate command of the conventions of standard English		● Mythology vocabulary assignments ● IXL grammar skills	

				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.			