

# Grade 8 ELA Novel Unit Pacing Guide

## 2022-2023

	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts	Writing Tasks/ Writing Focus
1	Marking Period 1 42 days	<p style="text-align: center;"><b>“Rites of Passage”</b></p> <p><b><u>Launch text</u></b></p> <ul style="list-style-type: none"> <li>• “Red Roses”</li> </ul> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of nonfiction narrative</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quickwrite</li> </ul> <p><b><u>Whole-Class Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Anchor Text: Short Story- The Medicine Bag</b></li> </ul> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions- Use Question #1p. 22</li> <li>• Figurative Meaning: Symbolism- Expand the activity and create a chart using direct text evidence where the symbol appears. p. 23</li> <li>• Concept vocabulary</li> <li>• Word study: Animal Words</li> <li>• Verbs in Active and Passive Voice p.25</li> <li>• Retelling a Story</li> </ul> <ul style="list-style-type: none"> <li>• <b>Media: Video- Apache Girl’s Rite of Passage</b></li> </ul> <p><i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Closer Review- Analyze expository information</li> <li>• Comprehension check</li> <li>• Analyze the media</li> <li>• Media vocabulary</li> </ul>	<p><b>Textbook:</b> <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence</li> </ul> <p><b>Writing to Sources: Retelling a Story -</b> Students write a retelling of the story “The Medicine Bag” from Grandpa’s point of view. <b>(Use NJSLA Format and make it a timed write. See Assessments for Unit.) p. 26</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Dialogue</li> <li>• Tone/Mood</li> <li>• Setting</li> <li>• Plot Structure</li> </ul> <p><b>Writing to Compare:</b> Compare and Contrast Essay: “The Medicine Bag” and “Apache Girl’s Rite of Passage” Prompt: Compare the rites of passage in the two selections about young Native Americans on page 32. (Utilize NJSLA Research Simulation Task Essay examples</p>

		<p><b><u>Small-Group Learning</u></b></p> <p>• <b>Letters: “You Are the Electric Boogaloo”/ “ Just Be Yourself!”</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions</li> <li>• Tone- Extended RACE strategy (RACECE)- Compare the use of the author's tone in both texts. (Students should practice introducing both texts and both authors.) p.51</li> <li>• Concept vocabulary</li> <li>• Word study: -ous</li> <li>• Verb Moods p. 52</li> </ul> <p>• <b>Poetry Collection: Hanging Fire, Translating Grandfather’s House</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions</li> <li>• Forms of Poetry</li> <li>• Concept vocabulary</li> <li>• Etymology: <i>horizon</i></li> <li>• Author’s Style: Word Choice</li> </ul> <p>• Novel Study: <i>The Giver</i> by Lois Lowery  ** (Novels should be used every Friday)</p>	<p>and focus on proper MLA quoting format, especially with a video)</p> <ul style="list-style-type: none"> <li>• Three sources</li> <li>• Quote Formatting</li> <li>• Thesis/Claim</li> <li>• Analyze specific evidence</li> <li>• Synthesis evidence</li> <li>• Transitional sentences between paragraphs</li> <li>• Unpack prompt</li> <li>• Task-specific vocabulary</li> </ul> <hr/> <p><b>Novel- The Giver by Lois Lowry</b>  Literary Analysis Task-  (Choose 1 or 2 choices):  Write an essay analyzing how the setting of the novel <i>The Giver</i> helps establish the central themes of conformity and the individual vs. society.  Reflecting on the informational pieces, poetry and song lyrics devoted to conformity and <i>The Giver</i>, write an essay in response to this question: How are varying attitudes toward the idea of conformity reflected in literature?</p>
2	Marking Period 2-45 days	<p style="text-align: center;"><b><i>“The Holocaust”</i></b></p> <p><b><u>Launch Text</u></b></p> <p>• <b>The Grand Mosque of Paris:</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of explanatory texts</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quick Write</li> </ul> <p><b><u>Whole-Class Learning</u></b></p>	<p><b>Textbook:</b>  <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence</li> </ul>

		<p>• <b>Anchor Text, Drama: The Diary of Anne Frank, Act I</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions / RACE Strategy: Use Questions #1 and #3 as RACE strategy questions. Focus on having students use proper MLA quoting and use detailed evidence with specific explanation. p. 152</li> <li>• Text Structure in Drama p. 153</li> <li>• Concept vocabulary</li> <li>• Word study: -ion</li> <li>• Principal parts of verbs p.155</li> </ul> <p>• <b>Anchor Text, Drama: The Diary of Anne Frank, Act II</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions / Use Question 2 as a RACE strategy. This question will then build off of question 1 on p. 189)</li> <li>• Characters' Motivations / Focus on Questions #1 and #2. For #2, use this as a class discussion on p.189 to discuss what motivates people's behavior in times of crisis.)</li> <li>• Concept vocabulary</li> <li>• Word study: Latin Suffix: -ent</li> <li>• Simple Tenses of Verbs p.191</li> </ul> <p>• <b>Media, Timeline: Frank Family and World War II, Timeline</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Close-review: Reflect on chronology</li> <li>• Comprehension check</li> <li>• Media vocabulary</li> <li>• Analyze the media</li> </ul> <p><b><u>Small-Group Learning</u></b></p> <p>• <b>Acceptance Speech for the Nobel Peace Prize</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions</li> </ul>	<p><b>Writing to Sources: Explanatory Essay:</b>  Write an Explanatory Essay- Students write an essay responding to the question: Explain how outside events affected the moods of the residents of the Secret Annex and their relationships with one another.</p> <ul style="list-style-type: none"> <li>• Quoting- Format/Citations</li> <li>• Strong Thesis/Claim</li> <li>• Justify with three pieces of concise and specific evidence</li> <li>• Elaborate and reason on evidence in an academic fashion</li> <li>• Varied transitions for evidence</li> <li>• Task-specific Vocabulary</li> <li>• Conclude with a rephrased version of thesis</li> </ul> <hr/> <p><b>Novel- <i>Night</i> by Elie Wiesel</b></p> <p>Research/Application: Synthesis: Research Simulation Task: Write an essay that explains how this novel challenges or validates the "single story" of Holocaust survivors and the Holocaust at large. Use <i>Night</i> and Unit 2 stories as texts.</p> <p>Option 1- Do some more extensive research into the Holocaust. Create a timeline of important events and decide where you might include important events that happen in the novel. Then, write a 2-page paper about how the novel informs your understanding of the Holocaust or how it detracts from your understanding.</p> <p>Option 2- You are going to read two texts about teens during the Holocaust: "Teens</p>
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3	Marking Period 3-45 days	<p style="text-align: center;"><i>“What Matters”</i></p> <p><b><u>Launch Text</u></b>  • <b><i>“Freedom of the Press?”</i></b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of argumentative text</li> <li>• Annotations</li> <li>• Summary</li> <li>• Quickwrite</li> </ul> <p><b><u>Whole-Class Learning</u></b>  • <b>Anchor Text, Magazine Article: Barrington Irving, Pilot and Educator</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> </ul>	<p><b>Textbook:</b>  <b>RACE review/scaffold for 8<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational text evidence</li> <li>• Focus on extending explanation to not have it repeat the evidence</li> </ul> <p><b>Performance Task: NJSLA based Research Simulation Task. (Summative Assessment)</b> You have read “Three Cheers</p>

- Comprehension check
- Analyze the text questions- Use Question #2A as a RACECE response. Students use proper MLA format for their textual evidence. p.271
- Characterization in Nonfiction
- Concept vocabulary
- Word study: -ful
- Nouns and Pronouns p. 273

• **Anchor Text, Opinion Piece: Three Cheers for the Nanny State, Sarah Conly**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text: Use Question #1 on p. 282 as a RACE response. Students should be sure to answer both part A and part b. Students use proper MLA format for their textual evidence.
- Author's Argument: Use Question #2 on p. 282 (Analyze the text Question) for a RACE response with the author's argument. Students use proper MLA format for their textual evidence
- Concept Vocabulary
- Word Study: Latin Suffix: -just
- Clauses p. 285

• **Anchor Text, Opinion Pieces: Ban the Ban!/ Soda's a Problem but...**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the Text- Use Question #2B as a RACE response. Students use proper MLA format for their textual evidence. p. 290
- Conflicting Arguments- Complete Questions 1-4 and for #5 create a thesis statement using Three Cheers for the Nanny State" as well. p.291
- Concept vocabulary
- Word Study- ex-
- Basic sentence structures
- Research Simulation Task

for the Nanny State", "Ban the Ban!", and "Soda's a Problem but...". Each author presents their opinion on the New York City Soda Ban. Write an essay that analyzes how each source presents the NYC Soda Ban information. Is one author's conclusion or interpretation of the facts more convincing than the others? (Do not do the problem-and solution essay. Do this instead.) p. 294 third bullet point

- Three sources
- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs
- Unpack prompt
- Task-specific vocabulary

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**Novel- *A Midsummer Night's Dream* by William Shakespeare**

**Synthesis for AMSND:** In Act 1, Lysander says, "The course of true love never did run smooth." For the couples in this play, this statement is certainly true. Using evidence from at least two of the couples, examine Shakespeare's larger message to the audience about the nature of love. Feel free to use biographical information about Shakespeare's own love life (properly cited, of course) as you examine his theme/message to the audience.

- Quote Formatting
- Thesis/Claim
- Analyze specific evidence
- Synthesis evidence
- Transitional sentences between paragraphs

		<p><b><u>Small-Group Learning</u></b></p> <p>• <b><i>Persuasive Speech: Words Do Not Pay, Chief Joseph (830L)</i></b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Annotation/close-read</li> <li>• Comprehension check</li> <li>• Analyze the text questions</li> <li>• Persuasive Techniques and Word Choice p. 311</li> <li>• Rhetorical Devices: Parallelism p.312</li> <li>• Concept vocabulary</li> <li>• Word study: Latin Root -mis-</li> </ul> <p>• <b>from “Follow the Rabbit-Proof Fence”</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Word study: Old English Suffix: -ly p.320</li> <li>• Adjectives and Verbs p.322</li> </ul> <p>• <b>The Moth Presents</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Closer-review</li> <li>• Comprehension check</li> <li>• Analyze the media</li> <li>• Media vocabulary</li> </ul> <p>Novel Study: <i>A Midsummer Night’s Dream</i> by William Shakespeare  ** (Novels should be used every Friday)</p>	<ul style="list-style-type: none"> <li>• Unpack prompt</li> <li>• Task-specific vocabulary</li> </ul> <p><b><u>Argumentative Essay for AMSND:</u></b> Some people say that parents know their teenagers better than anyone else in the world, while others say that parents know only one side of their teenagers’ personalities and rarely know the full person. With which side do you agree? Use AMSND to support your answer (Find articles that relate to this topic to allow for informational text to be used as well).</p> <ul style="list-style-type: none"> <li>• Quote Formatting</li> <li>• Thesis/Claim</li> <li>• Analyze specific evidence</li> <li>• Synthesis evidence</li> <li>• Transitional sentences between paragraphs</li> <li>• Unpack prompt</li> <li>• Task-specific vocabulary</li> <li>• Counterargument</li> </ul>
4	Marking Period 4-45 days	<p><b><i>Human Intelligence/Invention</i></b></p> <p><b><u>Launch Text: Unit 4</u></b>  • <b>“The Human Brain”</b>  <i>Literary Focus:</i></p> <ul style="list-style-type: none"> <li>• Definition of argument</li> <li>• Annotations</li> </ul>	<p><b>Textbook:</b>  <b>RACE review/scaffold for 7<sup>th</sup> Grade (Formative Assessments)</b></p> <ul style="list-style-type: none"> <li>• Varied sentence structure</li> <li>• Heavily use Writer’s Workshop</li> <li>• Thesis Statement</li> <li>• Proper quotation MLA format for literary analysis and informational</li> </ul>

- Summary
- Quickwrite

### **Whole-Class Learning**

#### **• Anchor Text, Short Story: “Flowers for Algernon”**

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions- (Use questions to focus on discussion)
- Analyze Craft and Structure: Text Structures in Drama- students will identify examples of direct characterization. Use Questions 2 as a RACECE. For Part B, use this question instead: “How does his diary reflect his changing mental state? p. 381
- Word Study-Anglo-Saxon Suffix: -sub-
- Direct and Indirect Pronouns p. 383

### **Small-Group Learning**

#### **• “Memoir: from Blue Nines and Red Words, from Born on a Blue Day**

##### *Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions- (Use proper MLA citations for Tammet’s Relections section in chart. Why would his reactions show he has that specific syndrome?) p.408
- Memoir and Reflective Writing
- Concept Vocabulary
- Word Study: -ical
- Pronoun case p. 410

#### **• Media, Infographic, The Theory of Multiple Intelligences Infographic**

##### *Literary Focus:*

- First Review
- Media Vocabulary
- Comprehension Check
- Close Review
- Analyze the Media

text evidence

Focus on extending explanation to not have it repeat the evidence

### **Unit 4 and 5 Reseach Simulation Task (complete after Unit 5):**

#### **Performance-Based Assessments:**

You have read “To Fly” from Space Chronicles by Neil deGrasse Tyson and “Nikola Tesla: The Greatest Inventor of All?” by Vicky Baez. Using The Theory of Multiple Intelligences Infographic from Unit 4, analyze and evaluate what types of intelligence were used for Tesla and the scientist discussed in “To Fly” to create their respective inventions?

#### ***Novel: Of Mice and Men by George Orwell***

**Literary Analysis for OMAM:**In the conclusion of John Steinbeck’s novel, Of Mice and Men, George was faced with a difficult decision. He chose to kill his one true friend Lennie. Was George justified in taking Lennie’s life? In a well-organized essay, convince your reader either that George was justified or was not justified in his actions.

Throughout Of Mice and Men, we see a hierarchy of power. Discuss two of the characters in regards to how they were treated on the farm and how they dealt with such oppression.

#### **Informative/Explanatory Writing for OMAM: Select 2 of the choices below**

- Newspaper Assessment: Create a local newspaper set in the 1920’s/1930’s in the vicinity of Soledad/the ranch/surrounding

- Group Discussion- Students take part in a discussion about the different types of intelligence shown on the infographic (Focus as a group project) p. 415

**•Poetry Collection: Retort, Paul Laurence Dunbar/Poetry Collection: from The People, Yes, Carl Sandburg**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Poetic Structures p.423
- Word Study: Multiple Meaning Words
- Participial and Infinitive Phrases

**Launch Text: Unit 5**

**• “Inspiration is Overrated!”**

*Literary Focus:*

- Definition of argument
- Annotations
- Summary
- Quickwrite

**Whole-Class Learning**

**• Anchor Text” “To Fly”**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions
- Poetic Structures: Use Question #1 as a RACECE. Focus on short quotes using MLA format.
- Word Study: Old English Prefix fore-
- Capitalization

**Small-Group Learning**

**•Nikola Tesla: The Greatest Inventor of All?**

*Literary Focus:*

- Annotation/close-read
- Comprehension check
- Analyze the text questions

towns. Include the following in your newspaper:

- Two work wanted ads
- Two letters-to-the-editor (written by two characters)
- One obituary
- One front page news article (detailing a key event at the ranch).
- One editorial column (expressing an opinion about a key societal issue.
- Extra Items: sports, photos, etc.
- Write an essay analyzing the similarities and differences between the American Dream today with Lenny and George’s American Dream.

***Novel: Time Machine By H.G. Wells***

**Literary Analysis: (Choose one)**

1. Wells looks into the far future and predicts the evolution of humans and their culture based on economic and biological factors. Explain how humanity split into the Eloi and the Morlocks. Use examples and details from the text to illustrate your points.

2. Wells’ novel is more than just a good adventure story. If Wells’ purpose in writing *The Time Machine* was cautionary, what is he warning us of? Does his warning still apply today?



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|  |  | <ul style="list-style-type: none"><li>● Poetic Structures- Students analyze the structure of poems (Use Question #1 as a RACECE. Focus on short quotes using MLA format.) p. 491</li><li>● Text Structure: Biographical Writing</li><li>● Word Study: Multiple-meaning words</li><li>● Commas and semicolons</li></ul> |  |
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Novel Study: Novel: *Time Machine* by H.G. Wells and *Of Mice and Men* by George Orwell

\*\* (Novels should be used every Friday)