**PACING GUIDE - ELA**

**COURSE: ELA 8** **GRADE: 8**

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| **MONTH/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| SeptemberOctoberNovember | 1 – Narrative Reading, Narrative Writing | . 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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.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.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and styleRL.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. | Narrative readingNarrative writingPoetryAuthorsUsing textUnderstanding textCiting evidenceUnderstanding structurePLOTUnderstanding POVDifferentiating structureFigurative languageConnotative meaningsLiteral and Inferential comprehensionConnecting textsWriting poetryWriting narrative | Narrative ReadingsDiscussion self awareness, handicapsSummer Reading NovelRaymond’s RunLiterary elements - setting plot characters themeUnderstand analyzeapplycreatePoetry Mattie Stepanek- getting to know you, author study, original poetryPoetry forms | Reading selection tests (multiple choice) Q & A with cited evidenceDiscussionPoetry writingNarrative essay writingprojects |
| October | 1 – Narrative Reading, Narrative Writing | 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.NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Narrative readingNarrative writingPoetryAuthorsUsing textUnderstanding textCiting evidenceUnderstanding structurePLOTUnderstanding POVDifferentiating structureFigurative languageConnotative meaningsToneIronyLiteral and Inferential comprehensionConnecting textsWriting poetryWriting narrative | Students will read and analyze the following texts:“Maya Angelou” I Know Why the Caged Bird Sings” – memoir“The Tell Tale Heart” –PoeWriting Narrative re-tell the story from a different POVThey will respond to a number of written and oral questions related to the works. Students will use the following instructional strategies during their work.Graphic organizersGuided practice (teacher led)Individual practice |  |
| November |  | NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |  | “A Retrieved reformation” – O HenryLesson Irony – “The Gift of the Magi”Song – IronicWriting a sequel – continue the storyThey will respond to a number of written and oral questions related to the works. Students will use the following instructional strategies during their work.Graphic organizersGuided practice (teacher led)Individual practice |  |
| December, January | 2 – Literary Analysis Task | 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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.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.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and styleRL.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.NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | LiteratureSelected Connected ReadingsAuthor StudiesSelected Connected VideosUsing textUnderstanding textCiting evidenceUnderstanding structureDifferentiating structureCompare/ContrastEstablish a claimSupport a claimConnecting texts through writingToneCharacterFigurative LanguageDialect | "Thank You Ma’am” by Langston Hughes"The Adventure of Speckled Band" - Sherlock Holmes Mystery - Arthur Conan DoyleCSI Crime Scene Investigation - documentary - Dr. Lee"Monster" - novel - Walter Dean Myers, Felony Murder Rule - documentary video and non fiction readingAuthor studies, symbolism,Literary Analysis Task | Multiple choice testsEssaysProjectsPlanning and writing a literary analysis task essay |
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| February, March, April | 3 – Non-Fiction Reading and Research Analysisi | 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.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).Craft and StructureRI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.Integration of Knowledge and IdeasRI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | Historical ContentContributions to SocietyNon-FictionEvaluating sourcesWriting Research Analysis Task | Black HistoryHarriet Tubman and the Underground RR- slavery, civil warMartin Luther King Jr. and the Civil Rights MovementMartin Luther King Jr. and the Civil Rights MovementBrown vs. BOE, Thurgood Marshall, the landmark court case to end SegregationThe Baker Heater League - the history of the Pullman Porter, union workers11:59 - Pullman Porters, RailroadMaya Lin- The Design of Vietnam War Memorial, architecture, design contestBiography Project | Multiple choice testsEssaysProjectsPlanning and writing a literary analysis task essay |
| April, May, June | 4 – The Holocaust | 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.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.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.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and styleRI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | EvaluationAuthor’s PurposeLiteral and Inferential comprehensionPOVToneEffectiveness of an argumentComparing StoriesBiasEvidence | The Holocaust - timeline, The Holocaust - timeline, WWII backgroundMaps of Europe“The Diary of Anne Frank” The Frank FamilyThe Anne Frank HouseMiep Gies - rescuerRichard Rozen - survivorGerda Weissmann Klein- survivorElie Wiesel - author "Night" - survivor, nobel prize winnerThe Pianist - Wvladsllaw Spilman – survivorLife is Beautiful - realistic fiction, comedy, satire | Multiple Choice testsEssays – literary analysis and research analysisProjectsPresentations |
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