

Semester One**Quarter One**

Grade 8 ELA Curriculum Map
Collection One: Culture and Belonging

Quarter One Pacing Guide

August, Part 1	Diagnostic, Lesson 1
August, Part 2	Lesson 2
September, Part 1	Writing Workshop (give this a specific week date/due date- Interim Writing Assessment, part 3, PA) Lesson 3, mid-quarter
September, Part 2	Lesson 4, 5
October, Part 1 (to 13th)	Lessons 6, Collection Performance Task, and End of Quarter
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. The links to these modified tasks are located in the "Collection Performance Task" section. This map is complete through Q1 only. You will be given updated versions as these are completed further.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Text	"Golden Glass," Close Reader, p. 30b **"My Favorite Chaperone," 3A	"Bonne Annee" p. 31a	"A Place to Call Home," p. 41a	From "The Latehomecomer," p.53a	Media Analysis- Documentary: "New Immigrants Tell Their Story" p.71a	"Pow at the End of the World," p.75a
Learning Objective/ Standard	The students will be able to recognize and analyze the elements of a story's plot and the author's methods of characterization. RL 1.1, 1.3	The student will be able to analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details. RI 1.2	The student will be able to use text features and graphic aids to analyze and understand a non-fiction text. LAFS.RI.1.1	The student will be able to analyze imagery and figurative language within the text to better understand a memoir. RI.2.4	The student will be able to recognize elements used in a documentary and understand and evaluate the purposes of each one. RI 3.7, SL1.2	The student will be able to use imagery and allusion to make inferences about the deeper meaning of a poem. RL.2.4
Vocabulary Strategy Focus	Context clues	Using a glossary	Using Greek Prefixes	Using Latin Prefixes	x	x
Language & Style	Imperative Mood	Participles	x	Active and Passive	x	x

Focus				Voice		
Close Reading Strategy/Strategies for Annotation	Character: Characterization pg. 15,27 Plot: Exposition, rising action, climax, falling action, resolution Language: simile pg. 20 Context Clues: pg 29	Determine Central Idea and Details pg. 37 Using a glossary pg. 39	Cite Evidence pg. 45 Analyze Nonfiction Elements pg. 50 Using Greek Prefixes pg. 52	Analyze Text: Memoir pg 58 Analyze the Meanings of Words and Phrases pgs 65 and 67 Using Latin Prefixes pg 69	x	Determine the Meanings of Words and Phrases pg 77
iReady Focus <i>*Small group instruction</i>	RL.1.1 - Lesson 6, p. 49 RL.1.3 - Lesson 7, p. 58	RI.1.2 - Lesson 1, p.1	RI.1.1 - Lesson 3, p. 19	RI.2.4, Lesson 10, p. 88		RL.2.4, Lesson 16, p. 145
Assessments	Mid-Quarter: RL.1.1, RI.1.2, RL.1.3			End of Quarter: RI.1.1, RI.2.4, RL.2.4		
Selection Performance Task	Short response, Close Reader, Page 8	Media Activity: Poster, p 38	Writing Activity, Explanation, p. 51	Writing Activity: Report, p. 68	Media Activity: Video, p. 74	Speaking Activity: Discussion, p. 78
Collection Performance Task	Write an informative essay (modified) Collection One Performance Task					
Novel	<p><i>The Call of the Wild</i>, Jack London</p> <p>Discussion/Writing Activities:</p> <p>Discussion Activity: Divide the class into groups and give each group one of the following passages to analyze. Ask students to answer the following questions: What does the passage reveal about Buck's view of himself? What does the passage tell us about his view of his world, especially the humans around him? • Chapter 1: "But Buck was neither house dog nor kennel dog. The whole realm was his.... For he was king—king over all creeping, crawling, flying things of Judge Miller's place, humans included." • Chapter 1: Buck "was beaten (he knew that); but he was not broken. He saw, once and for all, that he stood no chance against a man with a club. He had learned the lesson, and in all his afterlife he never forgot it." • Chapter 2: "This first theft marked Buck fit to survive in the hostile Northland environment. It marked his adaptability, his capacity to adjust himself to changing conditions.... It marked, further, the decay or going to pieces of his moral nature, a vain thing and a handicap in the ruthless struggle for existence."</p> <p>Discussion Activity: There are many themes in <i>The Call of the Wild</i>, but none as central as the tension between Nature and Civilization. Ask your students to discuss the various ways this complex theme is revealed. Buck ultimately struggles between his love for his master, John Thornton, and the enigmatic call of his ancestors. Ask students to find specific moments when this call captivates Buck. Use this passage from Chapter 6 to begin your discussion: "Deep in the forest a call was sounding, and as often as he heard this call, mysteriously thrilling and luring, he felt compelled to turn his back upon the fire and the beaten earth around it, and to plunge into the forest.... But ... the love for John Thornton drew him back to the fire again." How does this passage describe an archetypal human conflict? (front-load human conflict).</p> <p>Guidelines for Novel Study:</p> <ul style="list-style-type: none"> • Takes place in small groups/stations • Students do reading independently • Activities should include short responses, discussions, and other standards-based activities • Teacher-led group for central discussions, to check in 					
Collection Academic Vocabulary	contribute, shifting, immigrate, reaction, relocate					
Writing Instructional	Informative Writing (Digital interactive writing lesson) <i>*Mini writing/research performance tasks at the end of each text and Collection Performance Task</i>					

Focus	Writing Workshop: Performance Assessment Booklet: Unit Two, p. 36+
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Quarter Two

Grade 8 ELA Curriculum Map
Collection Two: The Thrill of Horror
Pacing: 5 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<p>"The Tell-Tale Heart," p. 89a</p> <p>Close Reader: "The Outsider"</p>	<p>"Scary Tales," p. 99a</p>	<p>"The Monkey's Paw," p. 105 (RL.1.2)</p> <p><i>For RL.3.9 - Teach 3.9 on pages 108, 109, 113, 117 120a, along with this text: "Rumpelstiltskin"</i></p> <p>"Rumpelstiltskin" Text</p> <p>Close Reader: "Frankenstein" (supports RL.1.2)</p>	<p>"The Monkey's Paw: Media Analysis," p. 121a</p>	<p>"What is the Horror Genre?" p. 125a</p> <p>Close Reader: "Man Made Monster"</p>
Learning Objective/ Standard	<p>The student will be able to determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.</p> <p>RL.2.6, RL 1.3</p>	<p>The student will be able to analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style</p> <p>RI.2.6</p>	<p>The student will be able to determine and analyze a universal theme and to analyze foreshadowing in a short story.</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works</p> <p>RL.1.2 RL.3.9</p>	<p>The student will be able to analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form.</p> <p>RL.3.7, SL.1.2</p>	<p>The student will be able to analyze literary criticism to gain insight into literature.</p> <p>RI.1.2</p>
Vocabulary Strategy Focus	Using a Thesaurus	x	Using Latin Roots	x	Using Suffixes
Language & Style Focus	Using Dashes	Subject-Verb Agreement	Subjunctive Mood	x	Commas
Close Reading Strategy and	Analyze Suspense, p. 95 Use a Thesaurus, p. 97	Determine Author's Viewpoint, p. 101	Determine Theme, p. 108 Analyze Stories: Dialogue, p. 112 Analyze Stories: Foreshadowing p.	x	Analyze Text: Literary Criticism, p. 129 Using Suffixes, p. 131

Strategies for Annotation			117 Using Latin Roots, p. 119		
iReady Focus <i>*Small group instruction</i>	RL.2.6, Lesson 18, p. 165	RI.2.6, Lesson 14, p. 124	RL.1.2, Lesson 8, p. 67	x	RI. 1.2, Lesson 2, p. 10
Assessments	Mid-Quarter: RI.2.6, RL.2.6, RL.3.9				
Selection Performance Task	Writing Activity: Profile	Speaking Activity: Debate	Writing Activity: Report	Media Activity: Storyboard	Speaking Activity: Discussion
Collection Performance Task:	Collection Performance Task: Write an an Argumentative Essay <i>*Needs to be modified from how it is listed in Collections (p. 133a - listed currently as a persuasive speech. Reformat to make the focus argumentative essay)</i>				
Novel:	Continued from Q1 if needed				
Collection Academic Vocabulary:	Convention, predict, psychology, summary, technique				
Writing Instructional Focus	Argumentative Writing (Digital Interactive Writing Lesson) *Mini writing/debate performance tasks at the end of each text and Collection Performance Task Writing Workshop: Performance Assessment, Unit 1, p. 4+				

Grade 8 ELA Curriculum Map
Collection Three: The Move Towards Freedom
Pacing: 4 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	From <i>Narrative of the Life of Frederick Douglass an American Slave</i> , p. 143a <i>*Close Reader: My Friend Douglas</i>	From <i>Harriet Tubman Conductor on the Underground Railroad</i> , p. 151a	“The Drummer Boy of Shiloh,” p. 167a <i>*Close Reader: A Mystery of Heroism</i>	From <i>Bloody Times: The Funeral of Abraham Lincoln and The Manhunt for Jefferson Davis</i> , p. 177a <i>*Close Reader: Civil War Journal</i>	<i>O Captain, My Captain!</i> p. 199a
Learning Objective/ Standard	The student will be able to analyze an autobiography and explain the author’s purpose. RI 2.6	The student will be able to analyze methods of characterization in a biography and analyze the author’s craft. RI 1.3, RI 2.5	The student will be able to identify and analyze the key elements of historical fiction and examine how authors create mood in a story. RL.2.4 *Mood	The student will be able to identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word’s connotation on meaning. RI 2.4 , 2.5, 8L3.5C	The student will be able to recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas. RL. 2.4, 2.5 *irony
Vocabulary Strategy Focus	Using context clues	Use word relationships	Interpret figures of speech	Use Context Clues	x
Language & Style Focus		Conditional mood	Indicative mood	Gerund -ing	x
Close Reading Strategy	Analyze Text: Autobiography Use Context Clues	Analyze Structure and analyze text biography, use word relationships	Analyze Stories Historical Fiction Interpret Figures of Speech	Analyze structure comparison and contrast, use context clues	Determine the meaning of words and phrases
iReady Focus <i>*Small group instruction</i>	Lesson 13, page 115	Lesson 4, page 28 RI.2.5, Lesson 12, p.106	Lesson 15, page 136	Lesson 19, page 242	
Assessments	End of Quarter: RI.1.3, RI.2.5, RL.3.7				

Selection Performance Task	P. 149 Writing Activity, Literary Analysis	Speaking activity: speech, p. 174	Number 6, page 174		
Collection Performance Task:	Collection 3 Performance Task B, Write a Literary Analysis				
Novel:	Chasing Lincoln's Killer (optional)				
Collection Academic Vocabulary:	Access, civil, demonstrate, document, symbolize				
Writing Instructional Focus	Literary Analysis Writing (Digital Interactive Writing Lesson) *Mini writing performance tasks at the end of each text and Collection Performance Task Writing Workshop: Performance Assessment, Unit 3, p. 70+				

Semester Two
Quarter Three

Grade 8 ELA Curriculum Map
Collection Four
Pacing: 5 Weeks

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<p>"Marigolds," p. 213a</p> <p><i>*Close Reader: The Whistle</i></p>	<p>Poems: "Hanging Fire Teenagers," p. 229a</p> <p><i>*Closer Readers: Identity, Hard on the Gas</i></p>	<p>Arguments from "Room for Debate" in the New York Times, "When Do Kids Become Adults?" p. 247a</p> <p><i>*Much Too Young to Work so Hard</i></p>	<p>Articles: "Is Sixteen Too Young to Drive a Car Fatal Car Crashes Drop for 16 Year Olds and Rise for Older Teens," p. 247a</p>	<p>Media: Public Service Announcements: "Your Phone Can Wait & Poster: Driving Distracted," p. 263a</p>
Learning Objective/ Standard	<p>The student will be able to identify the motivations of characters in a story and determine the factors that help them understand the theme of the story.</p> <p>RL 1.2, 1.3; 8L.3.4B</p>	<p>The student will be able to make inferences and determine the theme of a poem.</p> <p>RL 1.2; 2.4, 1.1</p>	<p>The student will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether it is relevant or irrelevant.</p> <p>RI.3.8, supporting RI.2.6</p>	<p>The student will be able to determine central ideas and details while analyzing relationships between ideas.</p> <p>RI 1.2, 1.3, 3.9* (P. 259)</p>	<p>The student will be able to analyze the purpose of a public service announcement and understand the elements used in it.</p> <p>RI 3.7; SL.1.2; 8.W3.7 with SL2.5</p>
Vocabulary Strategy Focus	Use Latin Suffixes	x	Greek roots	Domain Specific words	x
Language & Style Focus	Infinitives	Words ending in -y	Shifts in Voice and Mood	fragments	x
Close Reading Strategy with Strategies for Annotation	<p>Analyze Language, p. 219</p> <p>Analyze Stories: Character Motivation, p.222</p> <p>Determine Theme, p. 225</p> <p>Use Latin Suffixes, p. 277</p>	<p>Determine Meanings of Words and Phrases, p.231</p> <p>Make inferences, p.232</p>	<p>Trace and evaluate and argument, p. 239, 243</p> <p>Greek Roots, p. 245</p>	<p>Determine Central Ideas and Details, p. 253, 255</p> <p>Analyze Texts, p. 258</p> <p>Analyze Information in text, p. 259</p> <p>Domain Specific Words, 261</p>	
iReady Focus <i>*Small group instruction</i>	Lesson 14, page 237	x	RI.3.8, Lesson 19, p. 177		
Assessments	Mid-Quarter: RL.1.2, RI.3.8 (If there)		End of Quarter: RI.3.8, RI.3.9, RI.3.7		

Selection Performance Task	Writing Activity: Essay- page 226	x	Speaking Activity: Debate, p. 244 (Have students write it before debating)	Writing Activity: Opinion, page 260	Media Activity: Public Service Announcement- Driving Safe for Teenagers
Writing Workshop Review?	Performance Assessment Booklet: Unit 4 Mixed Practice- Tasks 1&2				
Novel:	Continue Chasing Lincoln's Killer (optional)				
Collection Academic Vocabulary:	Debate, Deduce, License, sufficient, trend				
Writing Instructional Focus	Writing Workshop: Performance Assessment Booklet: Unit 4 Mixed Practice- Tasks 1&2 Argumentative Writing/Informative Writing (Digital Interactive Writing Lesson) *Spend this time working on review for FSA writing. Utilize FSA Portal resources for writing <ul style="list-style-type: none"> • Review student samplers • Review rubrics 				

Quarter Four

Grade 8 ELA Curriculum Map
Collection Five: Anne Frank's Legacy
Pacing: 9 Weeks (FSA time included)

*Note: all major standards have been taught by this point in the school year. All standards covered now are at a deeper level or a review of previously taught material.

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Drama: <i>The Diary of Anne Frank</i> , p.279a	Diary by Anne Frank, <i>The Diary of a Young Girl</i> , p.355a	Literary Criticism: from <i>Anne Frank: The Book, The Life, The Afterlife</i> , p. 369a	Speech by Elie Wiesel, "After Auschwitz," p.379a	Poem "There but for the Grace," p. 385a
Learning Objective/ Standard	The student will be able to analyze the key elements of a drama, including its structure, dialogue, and events. RL.1.3 RL.2.4	The student will be able to analyze the elements of a diary entry, and make and support inferences about the text. RI.1.3 RI.1.1 RI.2.6	The student will be able to determine an author's point of view in a work of literary criticism and analyze how the author's word choices impact the tone of the text. RI.2.6 RI.2.4	The student will be able to identify persuasive techniques and rhetorical devices in a speech. RI.2.5 RI.2.4	The student will be able to analyze the use of sound devices in a poem to understand how they impact meaning. 8.RL.2.4
Vocabulary Strategy Focus	x	Connotation and Denotation	Latin Suffixes	x	x
Language & Style Focus	x	x	Use Ellipses	x	x
Close Reading Strategy	Analyze Drama Analyze Characters Analyze Dialogue in Drama	Make Inferences Analyze Text: Elements of a Diary Connotation and Denotation	Determine Author's Point of View Analyze the Meaning of Words and Phrases Latin Suffixes	Analyze Word Choices	Analyze Sound Devices
Strategies for Annotation	Analyze Drama, p.296, p. 324 Analyze Characters, p. 322 Analyze Dialogue in Drama, p.353	Make Inferences, p. 363 Analyze Text: Elements of a Diary, p. 366 Connotation and Denotation, p. 368	Determine Author's Point of View, p. 370 Analyze the Meaning of Words and Phrases, p. 375 Latin Suffixes, p. 377	Analyze Word Choices, p. 381	Analyze Sound Devices, p. 387
iReady Focus <i>*Small group instruction</i>	X	X	X	X	X
Assessments	Mid-Quarter: RL.2.5				

Selection Performance Task	Writing Activity: Character Sketch	Speaking Activity: Performance	Writing Activity: Analysis	Speaking Activity: Discussion	Writing Activity: Analysis
Collection Performance Task:	Performance Task A: Write an Informative Essay, p. 389				
Novel:	<i>Night</i> , Elie Wiesel (non-fiction)				
Collection Academic Vocabulary:	Communicate, draft, liberation, philosophy, publish				
Writing Instructional Focus	Informative Writing: Performance Task A: Write an Informative Essay, p. 389				