

## PCI Pacing Guide: 8<sup>th</sup> Grade English

### UNIT 4

CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Make inferences about the meaning of events Analyze character development Identify and infer theme Word meaning in context	Use context to analyze figurative language Identify author’s main claim Identify how authors respond to conflicting points of view	Determine author’s response to critics Compare and contrast texts on similar topics Informative/Explanatory writing grounded in research
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Week	Materials/ Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = Grade Level / II. & III. = Differentiated
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Study Sync Unit

10	“Gettysburg Address”	<b>Grade Level:</b> <u>Across Five Aprils</u> <b>Alternate:</b> <u>Narrative of the Life of Frederick Douglass, an American Slave</u>	<ul style="list-style-type: none"> <li>•Identify components of an argument (claim, reasons and evidence, counterclaim)</li> <li>•Evaluate speaker’s argument</li> <li>•Distinguish between main/central idea and key details</li> </ul>	Informative/ Explanatory	I. & II. Chose one paragraph of the <i>Gettysburg Address</i> . <ul style="list-style-type: none"> <li>•What is the main idea of the paragraph?</li> <li>•How does this main idea tie to a larger argument Lincoln is making throughout the entire speech?</li> </ul> Focus specifically on the structure of the paragraph you are analyzing and how the sentences in the paragraph build on each other to communicate the main idea.  Your brief argumentative essay should be about 300 words. Support your ideas with evidence from the text.
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					<p>III. MODIFY LAST PART TO READ: You should write two well-developed paragraphs. Support your ideas with evidence from the text.</p>
11	“Narrative of the Life of Frederick Douglass, an American Slave”	<p><b>Grade Level:</b> <u>Across Five Aprils</u> <b>Alternate:</b> <u>Narrative of the Life of Frederick Douglass, an American Slave</u></p>	<ul style="list-style-type: none"> <li>•Decode informational text</li> <li>•Identify and understand author’s use of figurative language</li> <li>•Make inferences about the author’s purpose</li> </ul>	Argumentative	<p>I. &amp; II. See StudySync</p> <p>III. Write a well-developed paragraph that answers these two questions:</p> <ul style="list-style-type: none"> <li>•In what way does Frederick Douglass use elements of <u>figurative language</u> to express the anger and torment that he feels and to help readers understand it? Give an example.</li> <li>•How does the use of these <u>figures of speech</u> strengthen his argument against slavery? Give an example.</li> </ul>
12	“The Red Badge of Courage”	<p><b>Grade Level:</b> <u>Across Five Aprils</u> <b>Alternate:</b> <u>Narrative of the Life of Frederick Douglass, an American Slave</u></p>	<ul style="list-style-type: none"> <li>•Identify examples of personification and other figures of speech</li> <li>•Determine point of view before looking for theme</li> <li>•Analyze character and setting to identify theme</li> </ul>	Informative/ Explanatory	<p>ALL: See StudySync</p> <p>ALTERNATIVE PROMPT (ALL): In a short essay, analyze the private’s feelings about: 1) joining the battle and 2) leaving the battle</p> <p>Do you sympathize with his struggle? What do his actions and reactions tell you about <u>the nature of courage</u>?</p>
13	“O Captain! My Captain!”	<p><b>Grade Level:</b> <u>Across Five Aprils</u> <b>Alternate:</b></p>	<ul style="list-style-type: none"> <li>•Determine and analyze connotation and denotation in</li> </ul>	Informative/ Explanatory	<p>I. &amp; II. Walt Whitman wrote this poem in 1865 to mourn the death of</p>

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		<u>Narrative of the Life of Frederick Douglass, an American Slave</u>	poetry <ul style="list-style-type: none"> <li>•Relate connotative meanings to theme of poem</li> <li>•Interpret the poetic structure, both physically on the page and stylistically</li> </ul>		Abraham Lincoln. In a short essay, explore how Whitman expresses emotion through poetic devices: metaphor, imagery, rhythm, and structure. Finally, What message or messages does this poem convey?
14	Extended Writing Project	<b>Extended/Challenge Reading/Viewing:</b> <u>Gone With the Wind; Twelve Years a Slave</u>	<ul style="list-style-type: none"> <li>•PREWRITE, PLAN, &amp; DRAFT INFORMATIVE WRITING PROJECT</li> </ul> →SKILLS (assign several as needed): Thesis, Organize Informative Writing, Supporting Details, Introductions, Body Paragraphs and Transitions, Conclusions	Informative/Explanatory	ALL: Write an informative essay analyzing how the Civil War changed Americans and their ideas about freedom. Use ideas and information expressed in at least two texts in this unit to reinforce your analysis.
15	Extended Writing Project	<b>Extended/Challenge Reading/Viewing:</b> <u>Gone With the Wind; Twelve Years a Slave</u>	<ul style="list-style-type: none"> <li>•REVISE, EDIT &amp; PUBLISH INFORMATIVE WRITING PROJECT</li> </ul> → GRAMMAR PRACTICE: 1) Voice of Verbs: Active and Passive 2) Commas and Compound Sentences	Informative/Explanatory	See Above
Dead Week	Unit 4 Assessment		<ul style="list-style-type: none"> <li>•Reading comprehension/ vocabulary</li> <li>•Performance Task</li> </ul>		