

PCI Pacing Guide: 8th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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UNIT ONE

CONTENT AREA SKILLS (tested on Benchmark Exam) ***All must be supported with textual evidence***

Make inferences	Identify author’s main claim	Word meaning in context
Identify theme	Determine author’s response to critics	Analyze narrator’s descriptions and word choices
Summarize theme	Identify how authors respond to conflicting points of view	Narrative writing (story elements, details, dialogue, and description)

Launch Week	Fall Writing Sample MAP Test		<ul style="list-style-type: none"> •Determine baseline performance levels •Student goal setting 	Argumentative	http://elaessentials.weebly.com/baseline-writing-prompts.html
1	ERWC Module: “When Is Lying OK?” Activities 1-15		<ul style="list-style-type: none"> •Practice good literacy skills before and during reading, including surveying, clarifying, predicting, questioning, and summarizing •Gain new vocabulary and apply knowledge to help with comprehension 	N/A	
2	ERWC Module: “When Is Lying OK?” Activities 16-24		<ul style="list-style-type: none"> •Evaluate lies according to specific criteria as identified through readings •Identify author’s purpose, thesis, and key examples used in readings •Analyze author’s writing for style •Compare, contrast, and evaluate author’s evidence 	Informative (Summary)	

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			<ul style="list-style-type: none"> •Select key information from text to construct summary 		
3	ERWC Module: “When Is Lying OK?” Activities 25-39		<ul style="list-style-type: none"> •Examine texts for rhetorical appeals •Distinguish between types of appeals •Take a stand on a position and support position with evidence •Acknowledge other points of view •Develop skills in composing and revision techniques 	Argumentative	<p>I. When is lying OK? Always, sometimes, or never? Write an argument for your teacher and classmates to support your claims on this topic. Provide clear reasons and relevant evidence. Use the best evidence and sources from the readings from this module that you can for your argument. Address <u>at least one counter argument</u> in your essay—in other words, respond to one or more of the articles that disagrees with your point of view.</p> <p>II. Do people need to tell lies sometimes, or is lying always harmful? Write an argumentative paragraph in which you answer this question. Present at least two reasons and support your reasons with evidence and/or examples.</p>
4	<i>Study Sync Start Unit – Grade 8</i>		<p>Blast Skills: Annotation, Context Clues, Reading Comprehension First Read</p>		
5	<i>Study Sync Start Unit – Grade 8</i>		<p>Skills: Collaborative Conversations, Text Dependent Responses, Textual Evidence, Story Elements</p>	Argumentative	<p>I. See Study Sync</p> <p>II. Imagine you are a lawyer at the narrator’s trial. Would you either a) defend him or b) try to prove him guilty? In other words, would you say that his actions indicate he is mad and not responsible for his crime OR</p>

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			Close Read Skills: <i>Short Constructed Response, Peer Review</i>		that, as he says, the steps he takes to commit his crime show he is not mad and is responsible for the murder. Write a well-developed paragraph that describes your plan as his lawyer. Present at least two reasons for your plan and support your reasons with evidence and/or examples from the story.
Study Sync Unit 1: SUSPENSE!					
6	“The Monkey’s Paw”	Grade Level: <u>Lord of the Flies*</u> Alternate: <u>The Maze of Bones (39 Clues, No. 1)</u>	<ul style="list-style-type: none"> •Determine theme •Story Elements (dialogue, description foreshadowing, plot, characters, setting, conflict) •Compare contrasting points of view •Character traits •Vocabulary in context 	Informative/ Explanatory	<p>I. How do the story elements of character, setting, and plot contribute to the theme of “The Monkey’s Paw”? Using your understanding of story elements, determine the theme of the short story and state it in the opening of your essay. Then discuss how the elements combine to contribute to that theme. Support your writing with evidence from the text.</p> <p>II. How do character, setting, and foreshadowing help the reader understand the theme of the story “The Monkey’s Paw”? State the theme of the story in your topic sentence and then explain how each story element contributes to it. For each story element, provide at least one piece of evidence (or example) from the story itself.</p> <p>III. Write a paragraph explaining the theme, or message, of the story “The Monkey’s Paw.” State the theme in the topic sentence. Name and explain two elements of the story</p>

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					that help the reader to uncover the theme.
7	“Violence in the Movies”	Grade Level: <u>Lord of the Flies</u> * Alternate: <u>The Maze of Bones (39 Clues, No. 1)</u>	<ul style="list-style-type: none"> •Analyze opposing points of view •Identify author’s point of view and purpose •Support a claim with evidence •Evaluate the credibility of an argument •Vocabulary in context •Grammar: Commonly confused words 	Argumentative	I. See Study Sync II. Do you believe that violence in Hollywood movies has a negative effect on society? Write an argumentative paragraph that answers this question. Present at least two reasons to back up your opinion, and support your reasons with evidence and/or examples from the articles. Add a <u>counter argument</u> to your paragraph by responding to an idea from one of the articles that disagrees with your point of view. III. Are movies and T.V. shows today filled with too much violence? Write an argumentative paragraph in which you answer this question. Present at least two reasons to back up your opinion, and support your reasons with evidence and/or examples from your experience.
8	“Cujo”	Grade Level: <u>Lord of the Flies</u> * Alternate: <u>The Maze of Bones (39 Clues, No. 1)</u>	<ul style="list-style-type: none"> •Make inferences based on descriptions and events •Cite textual evidence to support inferences •Analyze narrative techniques (point of view, sensory details) •Vocabulary in context 	Informative/ Explanatory	I. See Study Sync (video based—internet required) II. What makes this scene from the novel <i>Cujo</i> so suspenseful? Write a paragraph in which you explain two of the techniques that the author uses to create suspense. Cite specific examples from the text to support your thinking.
9	Extended Writing	Grade Level:	•Read, annotate, and	Narrative	Extended Writing Project Prompt and

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	Project	<u>Lord of the Flies</u> [*] Alternate: <u>The Maze of Bones (39 Clues, No. 1)</u>	analyze student sample of narrative writing <ul style="list-style-type: none"> •Consider organizational structure of narrative •Identify introductory exposition details •Apply narrative techniques and sequencing •Examine the impact of descriptive details and dialogue •Include the theme of the story in the conclusion •PREWRITE, PLAN, & DRAFT NARRATIVE WRITING PROJECT 		Directions: You have been reading and learning about stories of suspense, in addition to studying techniques authors use to generate a feeling of suspense in readers. Now you will use those techniques to write your own suspenseful narrative based on real or imagined experiences and events. Your narrative should include: <ul style="list-style-type: none"> • a plot with a beginning, middle, and end • a clear setting • characters and dialogue • a suspenseful theme
10	Extended Writing Project	Extended/Challenge Reading: <ul style="list-style-type: none"> •<u>A Long Way Gone: Memoirs of a Boy Soldier</u> •<u>Treasure Island</u> •<u>Ender's Game</u> 	<ul style="list-style-type: none"> •Use transitional words and expressions to clarify order of events •Provide peer review and receive feedback •Grammar practice: adjective suffixes, confused words, verb moods •REVISE, EDIT & 	Narrative	N/A

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			PUBLISH NARRATIVE WRITING PROJECT		
11	Assessment Benchmark #1 Unit 1 Performance Task	Extended/ Challenge Reading, continued	<ul style="list-style-type: none"> •Assess outcome of student learning •Students demonstrate understanding of key instructional content •Students write to sources/stimuli 	Narrative	N/A

* = Full Text Study associated with unit; Reading guide available on Study Sync.