

Eighth Grade ELA (Into Literature) Overview

Unit 1 (Gadgets and Glitches)

Module Length: 30 Lessons

Essential Question:

Does technology improve or control our lives?

Texts:

- "The Brave Little Toaster" Cory Doctrow
- "Are Bionic Superhumans on the Horizon?" Ramez Naam
- "Interflora" (Poem) Susan Hamlyn
- "The Automation Paradox" (argument) James Bessen
- "Heads Up, Humans" (Arguments) Claudia Alarcon

Independent Texts:

- "If You Go Into the Woods You Will Find It Has a Technology" (Poem) Heather Christie
- "Hallucination" Issac Asimov
- "There Will Come Soft Rains" Ray Bradbury
- from *All the Light We Cannot See* Anthony Doerr

Additional Novel Connections

- **I,Robot** Issac Asimov
- **The Time Machine** H.G. Wells

Assessments

Checks For Understanding:

- After lessons 2-6
- After lessons 7-12
- After lessons 13-15
- After lessons 16-24
- After lessons 25-26

End of Unit Task 27-30

Prompt: Does technology improve or control our lives? Write an essay explaining how a new technology helped you. Then explain how to use it to a person unfamiliar with the technology.

Learning Goals:

- Analyze how a character's motivations influence plot
- Analyze the characteristics of science fiction
- Conduct research and synthesize information
- Write a summary of a short story
- Collaborate in a group discussion
- Use context clues to figure out the meaning of unfamiliar words
- Identify the main idea and supporting details
- Analyze organizational patterns
- Synthesize information information from different sources
- Discuss opinions of the effect of bionics on the lives of people
- Write an informative essay about bionic technology
- Write an informative essay about bionic technology
- Use synonyms and antonyms to determine technical vocabulary
- Discuss text features using the term subheading
- Analyze the structure and use of irony in a sonnet
- Conduct research about technologies influence communication
- Write a sonnet using the characteristics of traditional sonnets and craft
- Present the sonnet to the class by reading it aloud
- Discuss a humorous poem using the key word detail
- Identify claims and supporting evidence in an argument
- Evaluate the effectiveness of facts, statistics, and other evidence in a persuasive essay
- Identify transitional words and phrases, and explain how they support a claim
- Write a persuasive essay about automation's impact on employment
- Analyze graphic features, and analyze how they support a claim
- Become familiar with the meaning of Academic Vocabulary words
- Discuss how graphic features visually represent information Evaluate evidence to support analysis of a text

- Analyze rhetoric and reasoning
- Analyze how writers use active and passive voice
- Research additional evidence to support the writer's claim
- Create a public service announcement
- Examine the Greek root *auto*, meaning self
- Compare and contrast arguments
- Conduct a debate on the impact of technology
- Discuss the characteristics of a topic sentence

Quarter 2- Unit (The Thrill of Horror)

Module Length: 30 Lessons

Essential Question:

Why do we sometimes like to feel frightened?

Texts:

- "What is the Horror Genre" (Literary Criticism) Sharon E. Russell
- "The Tell-Tale Heart (Short Story) Edgar Allen Poe
- "The Hallow" (Poem) Kelly Deschler
- *The Monkey's Paw* (film clip) Rickey Lewis Jr.

Independent Texts:

"Frankenstein" (Poem) Edward Field
"beware: do not read this poem" (poem) Ishmael Reed
"Blood" (short story) Zdravka Evitmova
"The Outsider" (short story) H.P. Lovecraft
"Scary Tales" (Essay) Jackie Torrance

Additional Novel Connections

- **Coraline** Neil Gaiman
- **The Strange Case of Dr. Jekyll and Mr. Hyde** Robert Louis Stevenson

Assessments

Checks For Understanding:

- After lessons 2-6
- After lessons 7-11
- After lessons 12-16
- After lessons 17-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

Why do we sometimes like to feel frightened? Write a literary analysis of one of the stories in the unit. Refer to the examples given in the "What is the Horror Genre?" to explain how the story fits into the horror genre.

Learning Goals:

- Cite evidence to support analysis of literary criticism and paraphrase and summarize text
- Conduct research about horror stories and their authors
- Write about horror story elements
- Discuss author's purpose and literary references
- Create different verbs tenses using suffixes
- Analyze how writers use commas
- Discuss a text using appropriate academic language
- Cite evidence to support analysis of the story
- Conduct research about Edgar Allen Poe
- Determine whether the narrator of a story is reliable or unreliable
- Identify words or phrases that build suspense in the text
- Compare and contrast information and ideas in the story
- Create and act out a dramatization of part of a story
- Discuss literary elements using the terms alike and different
- Make connections to ideas in other texts
- MAke inferences about the speaker of a poem
- Demonstrate knowledge of rhyme schemes in poetry
- Identify and analyze the use of figurative language
- Compose a lyric poem
- Identify and gather relevant information from a variety of sources
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- Discuss connections between a poem and a short story using the key term connection
- Cite evidence to support the identification of a theme
- Recognize the use and purpose of foreshadowing
- Conduct research about the relationship between India and Britain
- Write personal responses to parts of the story
- Compare a story to common tales
- Recognize and use LAtin roots to increase understanding
- Edit text for correct tenses

- Discuss how authors use present tense verbs in dialogue but past tense in narration
- Identify choices made by a film director
- Create a storyboard for a film version of a scene from “The Monkey’s Paw”
- Compare and contrast a written story with a film based on the story
- Identify techniques used by filmmakers to build suspense and show emotion
- Describe how film directors’ choices can increase or decrease a film’s effectiveness
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Unit 3- (Places We Call Home)

Module Length: 30 Lessons

Essential Question:

What are the places that shape who you are?

Core Texts:

- “My favorite Chaperone” (short story) Jean Davies Okimoto
- from *The Book of the Unknown Americans* (Novel) Christina Henriquez
- *Spirit Walk in the Tundra* (poem) Joy Harjo
- “New Immigrants Share Their Stories” (Documentary) Lis Gossels
- “A Common Bond” Brooke Hauser

Independent Texts

- “My FATHER and the Figtree” (poem) Naomi Shihab Nye
- “Golden Glass” (short story) Alma Luiz Villanueva
- from *The Latehomecomer* (memoir) KAO Kailia Yang
- “A Place to Call Home” (Research Study) Scott Bittle and Jonathan Scott
- “Salmon Boy” (myth) Michael J Caduto and Joseph Bruchac

Additional Novel Connections

- **Child of the Owl** Laurence Yep
- **Out of the Dust** Karen Hesse
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Assessments

Checks For Understanding:

- After lessons 2-7
- After lessons 8-9
- After lessons 10-16
- After lessons 17-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

What are the places that shape who you are? Write a short story about how a character is shaped by an important place.

Learning Goals:

- Cite evidence to support analysis of the plot and summarize
- Analyze how an author uses dialogue to help characters
- Research Kazakhstani culture using multiple sources
- Discuss character relationships and characteristics
- Use context to clarify meaning of unfamiliar and foreign words
- Identify subject-verb agreement in complex sentences
- Analyze and explain the narrative structure of a literary text
- Analyze and use evidence to explain the theme development
- Conduct and discuss research about the history of Panama
- Write a literary response to a realistic fiction text
- Write and perform a literary text to demonstrate understanding
- Use a dictionary to identify part of speech and usage/meaning
- Use pronouns in prepositional phrases
- Analyze line length in literary devices, such as imagery, allusion, and situational irony
- Conduct research on Alaska Natives and the places they live
- Write a free verse poem, using strong imagery
- Debate whether traveling helps you learn about yourself and your identity
- Determine meanings of words and phrases
- Make inferences to determine the poem’s subject and tone
- Answer questions about how details contribute to the tone of a poem
- Analyze and compare features of documentaries and informational text
- Research to find high schools that serve recent immigrants
- Write a letter requesting information
- Determine meaning of multiple meaning words
- Conduct and record interviews
- Discuss the use of quotations as a way to add interest and credibility to a text

Unit 4 (The Fight for Freedom)

Module Length: 30 Lessons

Essential Question:What will people risk to be free?

Core Texts:

- from *Narrative of the Life of Frederick Douglass, an American Slave* (autobiography) Frederick Douglass
- from *Harriet Tubman: Conductor on the Underground Railroad* (Biography) Ann Petry
- "The Drummer Boy of Shiloh" Ray Bradbury
- "O Captain! My Captain!" (poem)Walt Whitman
- "Not my Bones" (poem) Marilyn Nelson
- from *Fortune's Bones* Pamela Espland

Independent Texts

- "I Saw Old General at Bay" (Poem) Walt Whitman
- "A Mystery of Heroism" (short story) Stephen Crane
- from *Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis* James L. Swanson
- "My Friend Douglass" (biography) Russell Freedman
- "Civil War Journal" (Journal) Louisa May Alcott

Additional Novel Connections

- **North by Night** Katherine Ayres
- **Soldier's Heart** Gary Paulsen

Assessments

Checks For Understanding:

- After lessons 2-5
- After lessons 6-10
- After lessons 11-14
- After lessons 15-16
- After lessons 17-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

What will people risk to be free? Research and write a report about an aspect of the abolition movement in the United States.

Learning Goals:

- Analyze autobiography and cite evidence to support ideas
- Understand cause and effect structure
- Conduct research about Fredrick Douglass's life
- Discuss Douglass's assertion that learning to read has disadvantages
- Use Latin roots to help define words
- Examine the author's use of characterization
- Analyze the structure of autobiography
- Use academic and general vocabulary in writing and speaking
- Evaluate word choice and sentence structure to determine mood and convey meaning
- recognize and correct run on sentences
- Cite evidence to support analysis of the poem and the use of figurative language in an elegy
- discuss author's word choice using the word repetition
- Analyze the setting of a story and how it draws a reader in
- Determine how the author uses language to create mood
- Identify the changes in the emotion of the main character
- Carry out research on the actual Battle of Shiloh
- Dramatize a scene from the story
- Write a report about the connection between the historical period and the character of the General
- Discuss two characters, comparing and contrasting characteristics of each with a partner or a group
- Cite evidence to support analysis of the poem and the use of figurative language in an elegy
- Conduct research about events surrounding the Civil War
- Write a poem of tribute
- Recite poetry in a choral reading
- Discuss the structure of a poem using the words chorus and lines

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Unit 5 (Never Give Up)

<p>Module Length: 30 Lessons</p> <p>Essential Question: How do your teenage years prepare you for adulthood?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> ● "The Debt we Owe the Adolescent Brain" Jeanne Miller ● from <i>Bronx Masquerade</i> Nikki Grimes ● "Hanging Fire" (poem) Audre Lorde ● "Summer of His Fourteenth Year" (poem) Gloria Amescua ● from "It's Complicated: The Social Lives of Networked Teens: (argument) Dinah Boyd ● "Outsmart Your Smartphone" (Argument) Catherine Steiner-Adair <p>Independent Texts</p> <ul style="list-style-type: none"> ● "Teenagers" (poem) Pat Mora ● "Identity" (poem) Julio Noboa Polanco ● "Hard on the Gas"(poem) Janet S. Wong ● "Marigolds" (short story) Eugenia Collier ● "My Summer of Scooping Ice CReam" (essay) Shonda Rhimes <p>Additional Novel Connections</p> <ul style="list-style-type: none"> ● Hitch Jeanette Ingold ● Criss Cross Lynne Rae Perkins <p><u>Assessments</u></p> <p>Checks For Understanding:</p> <ul style="list-style-type: none"> ● After lessons 2-8 ● After lessons 9-14 ● After lessons 15-16 ● After lessons 17-25 ● After lessons 26-27 <p>End of Unit Task</p> <ul style="list-style-type: none"> ● After Lessons 28-30 <p>How do your teenage years prepare you for adulthood? Write an argument about whether or not technology and social media are obstacles to friendships.</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Cite evidence to support analysis of an informational text ● Analyze author's purpose and message ● Identify the structure(s) of an informational text ● DO further research into the features of the teenage brain ● Write a letter explaining common teenage behavior in terms of the information learned in the text ● Accurately connect pronouns with their antecedents ● Cite evidence to support analysis of the text's structure and characters ● Research the psychological effects of writing poetry ● Write a poem ● Discuss how the story connects different character perspective ● Identify context clues to determine meaning of new terms ● Analyze the use of comparative and superlative modifiers ● Discuss narration and narrator's point of view ● Identify the elements of free verse poetry and evaluate their effect on meaning ● Conduct research on the causes or teen mood swings and ways to cope with them ● Freewrite in response to literature and person experience ● Collaborate with a group to present analysis of free verse poems ● Analyze multiple points of view on a shared topic ● Discuss connections between poems and personal connections to poems ● Cite evidence to support analysis of the text and analyze argument claims ● Conduct research about the time teens and adults spend online and any resulting effects ● Write an opinion piece about social media use at school
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	<ul style="list-style-type: none"> ● Create a multimodal presentation to accompany your opinion piece and advocate position ● Use context clues to define unfamiliar words ● Express opinions, ideas, and feelings in discussions ● Analyze and use evidence to explain the structure and rhetorical devices used to develop an argument ● Conduct research about smartphones and social media ● Write a letter to register a formal complaint ● Compare the characteristics and strength of two arguments ● Collaboratively develop and present an argument and counter argument through role playing ● Correctly capitalize proper nouns in hyphenated words. ● Describe evidence using the key term relevant
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Unit 6 (The Legacy of Anne Frank)	
<p>Module Length: 30 Lessons</p> <p>Essential Question: What can we learn from Anne Frank?</p> <p>Core Texts:</p> <ul style="list-style-type: none"> ● <i>The Diary of Anne Frank</i> (Drama) Frances Goodrich and Albert Hackett ● from <i>The Diary of a Young Girl</i> (diary) Anne Frank ● "After Auschwitz" (Speech) Elie Wiesel ● "There But for the Grace" (poem) Wislawa Szymborska ● "Days" (poem) Billy Collins <p>Independent Texts</p> <ul style="list-style-type: none"> ● "Peace Can Happen" (essay) Christine Kingery ● "The Butterfly" (poem) Pavel Friedman ● "One SUNny Evening" (poem) Anonymous ● "The Singing Woman" (short story) Rebecca Makkai ● "A Tragedy Revealed: A Heroine's Last Days"(article) Ernst Schnabel ● "Nobel Prize Acceptance Speech" (Essay) Elie Wiesel <p>Additional Novel Connection</p> <ul style="list-style-type: none"> ● The Book Thief Mark Zusak ● Summer of My German Soldier Bette Greene 	<p>Learning Goals:</p> <ul style="list-style-type: none"> ● Analyze drama including analysis of plot development. ● Make, correct, and confirm predictions ● Conduct research about the Nazi campaign against the Jews ● Create a poster about the influence of setting on characters ● Discuss and dramatize a subplot ● Use prefixes to determine meaning of unfamiliar words ● Understand conventions of correct capitalization ● Discuss the features of a text using the key term plot ● Analyze the elements of a diary entry ● Make and support inferences about a text ● Conduct research about Anne Frank's diary ● Illustrate an event in Anne Frank's life ● Discuss the value and characteristics of primary sources ● Distinguish between connotative and denotative text ● Analyze how writers use parentheses ● Discuss how first person narrative differs from third person narrative using Academic Vocabulary

Assessments

Checks For Understanding:

- After lessons 2-12
- After lessons 13-16
- After lessons 17-19
- After lessons 20-25
- After lessons 26-27

End of Unit Task

- After Lessons 28-30

Write a personal narrative about an experience involving an object that you value.

- Cite evidence to support analysis of persuasive appeals
- Research Elie Wiesel's work as a humanitarian and activist
- Discuss efforts to fight religious fanaticism and racial hate
- Analyze rhetorical devices
- Create a poster depicting a quotation
- Pronounce words with the inflected ending -ed
- Analyze sound devices and figurative language
- Research Holocaust memorials and cites devoted to tolerance
- Create a drawing or other artwork to represent figurative language
- Recite a poem
- Compare and contrast poems
- Discuss figurative language using the word metaphor