

Jasper City Schools

Pacing Guide 8th Grade English Language Arts

- Thoughtful and effective planning throughout the school year is crucial for student mastery of standards.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, etc.).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Common Assessments:</p> <ul style="list-style-type: none"> • Grammar • Novel Unit • Writing <p>TOPICS/Lessons</p> <ul style="list-style-type: none"> • Proofreader’s Marks/Transition Words • 8 Parts of Speech • Narrative Essay • Unit Assessments Grammar/Literature • Elements of a Plot • Multiple Meaning Words & Figurative Language <p>Resources to Use:</p> <p>Novel The Giver (Lois Lowry) or equivalent novel</p> <p>Parts of Speech Interactive Games http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm</p> <p>Transition Words http://www.smart-words.org/linking-words/transition-words.html</p>	<p>Common Assessments:</p> <ul style="list-style-type: none"> • Grammar • Midterm Comprehensive Exam • Short Story • Writing <p>TOPICS/Lessons</p> <ul style="list-style-type: none"> • Object Complements • Business Letters • Punctuation • Expository Essay • Horror Genre Unit/ • Short Stories – Fiction & Non Fiction • Cooperative Learning Focus <p>Resources to Use:</p> <p>Horror & Short Stories</p> <p>Short Stories: “The Tell-Tale Heart (Poe) “The Lottery” (Jackson) “The Cask of Amontillado” (Poe) “The Black Cat” (Poe) “A Ghost Story” (Twain) “Flowers for Algernon” (D. Keyes) Christmas Themed: “The Gift of the Magi” (OHenry) “The Little Match Girl” (H.C. Anderson)</p>	<p>Common Assessments:</p> <ul style="list-style-type: none"> • Grammar • Poetry Unit • Speeches • Writing <p>TOPICS/Lessons</p> <ul style="list-style-type: none"> • Persuasive Essay • Poetic Literary Terms • Poetry Devices • Participles/Gerunds/Infinitives • Active/Passive Voice • Myths, Legends, Folktales • Informational Text • Biographical Project <p>Resources to Use:</p> <p>Poetry: “Road Not Taken” & “Stopping By Woods” (Frost) “The Highwayman” (Noyes) “Because I could not stop for Death” (Dickinson) “The Wreck of the Hesperus” (Longfellow) “O Captain! My Captain!” (Whitman) “The Raven” (Poe) “A Dream within a Dream” (Poe)</p>	<p>Common Assessments:</p> <ul style="list-style-type: none"> • Grammar • End of Year Comprehensive Exam • Research Paper/Project • Writing <p>TOPICS/Lessons</p> <ul style="list-style-type: none"> • Research • Drama Unit • Active/Passive Voice • Moods of Verbs <p>Resources to Use:</p> <p>Drama: The Diary of Anne Frank</p> <p>Reading Standards for Literature:</p> <ul style="list-style-type: none"> • Analyze how particular

<p>Multiple Word Meaning Jeopardy http://www.quia.com/cb/29778.html</p> <p>Multiple Word/Phrase Meaning http://www.spellingcity.com/multiple-meaning-words.html</p> <p>Figures of Speech: Figurative Language Rap Song http://www.youtube.com/watch?v=3K9pd6h9JT0</p> <p>Figures of Speech Teaching Video http://www.youtube.com/watch?v=O9RQcFaBabM</p> <p>Similes & Metaphors in Pop Music http://www.youtube.com/watch?v=G1c6zF9aJxs</p> <p>Hyperboles http://www.youtube.com/watch?v=rUzScx6_IWg</p> <p>Denotation & Connotation Exercise http://bcs.bedfordstmartins.com/virtualit/poetry/denotate_ex.html</p> <p>Denotation & Connotation Activity Using Poetry http://bcs.bedfordstmartins.com/virtualit/poetry/fish_elements/fish_denoteconnote.html</p> <p>Word Choice: Denotation & Connotation http://www.flocabulary.com/word-choice/</p>	<p>"The Greatest Gift" (Philip Van Doren Stern)</p> <p>Fiction: Dr. Jekyll and Mr. Hyde (Stevenson) The Legend of Sleepy Hollow (Irving)</p> <p>Songs: "The Highwayman" (McKenna) "Everywhere" (Fleetwood Mac) "Hotel California" (Eagles)</p> <p>Novel A Christmas Carol (Dickens) - excerpts</p> <p>ABCs of Project Ideas http://www.ereadingworksheets.com/e-reading-worksheets/school-project-ideas/</p> <p>Cooperative Learning in Middle School https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf</p> <p>Cooperative Learning Strategies -Socratic Circle -Think Pair Share -Placemat and Say Something -Jigsaw http://www.myread.org/organisation.htm#thinkpairshare</p> <p>Capitalization ADD Comma Chameleon http://www.sheppardsoftware.com/grammar/punctuation.htm</p> <p>Hypens and Dashes http://www.brainpop.com/english/grammar/hyphensanddashes/preview.weml</p> <p>Video: Dashes, Hyphens, and Ellipses http://www.youtube.com/watch?v=Blok6XaFuuY</p>	<p>"The Red Wheelbarrow" (W.C.Williams) "Mother to Son" (Langston Hughes) "We Real Cool" (G. Brooks) Myths, Legends, Folktales:</p> <p>What are Gerunds? http://www.grammar-monster.com/glossary/gerunds.htm</p> <p>Gerund: Teaching Video http://www.youtube.com/watch?v=PhwGtNzdDmc</p> <p>What are Participles? http://www.grammar-monster.com/glossary/participles.htm</p> <p>Participles and Participle Phrases http://www.youtube.com/watch?v=EH4iKjXFz7Q</p> <p>What are Infinitives? http://www.grammar-monster.com/glossary/infinitive_phrase.htm</p> <p>Infinitives: Teaching Video http://www.youtube.com/watch?v=szb4FJHaklk</p> <p>Reading Standards for Literature: <i>Integration of Knowledge and Ideas</i></p> <ul style="list-style-type: none"> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. [RL.8.7] Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9] 	<p>lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. [RL.8.3]</p> <p><i>Range of Reading and Level of Text Complexity</i></p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10] <p><i>Reading Standards for Informational Text:</i> <i>Range of Reading and</i></p>
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Captain English: Denotation & Connotation

<http://www.youtube.com/watch?v=UHMmrWOXv-A>

Reading Standards for Literature:

Key Ideas and Details

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RL.8.1]
- 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.8.2]

Reading Standards for Informational Text:

Key Ideas and Details

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]
- Determine a central idea

Video: Use a Comma to Indicate a Pause or Break

<http://www.youtube.com/watch?v=0Mkij-oHnAI>

Video: Use an Ellipsis to Indicate a Pause or Break

<http://www.youtube.com/watch?v=jcu6z1IO-A8>

Use a Dash to Indicate a Pause or Break

http://www.youtube.com/watch?v=PP4_F9dKdI

Use an Ellipsis to Indicate an Omission

<http://www.youtube.com/watch?v=ntTaR0khmco>

Reading Standards for Literature:

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. [RL.8.4]
- Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. [RL.8.5]
- 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. [RL.8.6]

Reading Standards for Informational Text:

Craft and Structure

- 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

Reading Standards for Informational Text:

- *Integration of Knowledge and Ideas*
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.8.7]
- 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.8.8]
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. [RI.8.9]

Writing: (1,2, or 3 nine weeks)

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting

Level of Text Complexity

- By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]

Writing:

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in

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.8.2]

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]

Listening and Speaking:

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.8.1]
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. [SL.8.1a] 8th 2015 Revised Alabama Course of Study: English Language Arts 67
 - b. Follow rules for

other texts. [RI.8.4]

- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. [RI.8.5]
- 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. [RI.8.6]

Listening and Speaking:

- *Presentation of Knowledge and Ideas*
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.8.4]
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language:

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]

- to another, and show the relationships among experiences and events. [W.8.3c]
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]

standards 20-22 above.) [W.8.4]

- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5]
- Use

collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]

- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]

- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. [SL.8.2]
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. [SL.8.3]

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). [L.8.3a]

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. [L.8.4]
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. [L.8.4a]
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b]
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. [L.8.4c]
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]
 - a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]
 - b. Use the relationship between particular words to better understand each of the words.

technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. [W.8.6]

Language:

Skills and understandings that are particularly

likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1]
 - a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.
 - b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]
 - c. Form and use verbs in the active and passive voice. [L.8.1b]
 - d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c]
 - e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d]
- 8th 2015 Revised Alabama Course of Study: English Language Arts 68 37. Demonstrate command of

[L.8.5b]

- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c]

- 41. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.8.6]

Writing:

- Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]
 - e. Establish and maintain a formal style. [W.8.2e]
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

<p>the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]</p> <ul style="list-style-type: none"> ○ a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] ○ b. Use an ellipsis to indicate an omission. [L.8.2b] ○ c. Spell correctly. [L.8.2c] <p>Writing: <i>Range of Writing</i></p> <ul style="list-style-type: none"> • Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10] • <i>Writing Standards Text Types and Purposes</i> Write arguments to support claims with clear reasons and relevant evidence. [W.8.1] <ul style="list-style-type: none"> ○ a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a] 	<p>[W.8.2f]</p> <p><i>Research to Build and Present Knowledge</i></p> <ul style="list-style-type: none"> • Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. [W.8.7] • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8] • Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] a. Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a] b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “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”). [W.8.9b] 		
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<ul style="list-style-type: none"> ○ b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b] ○ c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c] ○ d. Establish and maintain a formal style. [W.8.1d] ○ e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e] 			
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Power Standards*

Conventions of Standard English:

[CCSS.ELA-Literacy.L.8.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.8.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

[CCSS.ELA-Literacy.L.8.3](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

[CCSS.ELA-Literacy.L.8.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.8.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-Literacy.L.8.6](#)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

