**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.).

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<td>• Multiple Meaning Words &amp; Figurative Language</td>
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<td>• Informational Text</td>
<td><strong>Reading Standards for Literature:</strong></td>
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**Resources to Use:**

**Novel**
The Giver (Lois Lowry) or equivalent novel

**Parts of Speech Interactive Games**
http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

**Transition Words**
http://www.smart-words.org/linking-words/transition-words.html

**Resources to Use:**

**Horror & Short Stories**

**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” (O’Henry)
  - “The Little Match Girl” (H.C. Anderson)

**Resources to Use:**

**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)

**Resources to Use:**

**Research: Biographical Project**

**Resources to Use:**

**Drama:**
- The Diary of Anne Frank
<table>
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<tr>
<th>Topic</th>
<th>Resource</th>
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<tr>
<td>Multiple Word Meaning Jeopardy</td>
<td><a href="http://www.quia.com/cb/29778.html">Link</a></td>
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<tr>
<td>Multiple Word/Phrase Meaning</td>
<td><a href="http://www.spellingcity.com/multiple-meaning-words.html">Link</a></td>
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<tr>
<td>Figures of Speech: Figurative Language Rap Song</td>
<td><a href="http://www.youtube.com/watch?v=3K9pd6h9J7Q">Link</a></td>
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<tr>
<td>Figures of Speech Teaching Video</td>
<td><a href="http://www.youtube.com/watch?v=O9RQcFaBabM">Link</a></td>
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<td>Similes &amp; Metaphors in Pop Music</td>
<td><a href="http://www.youtube.com/watch?v=3K9pd6h9J7Q">Link</a></td>
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<td>Denotation &amp; Connotation Exercise</td>
<td><a href="http://bcs.bedfordstmartins.com/virtualit/poetry/denotate_ex.html">Link</a></td>
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<tr>
<td>Denotation &amp; Connotation Activity Using Poetry</td>
<td><a href="http://bcs.bedfordstmartins.com/virtualit/poetry/fish_elements/fish_denoteconnote.html">Link</a></td>
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<tr>
<td>Word Choice: Denotation &amp; Connotation</td>
<td><a href="http://www.flocabulary.com/word-choice/">Link</a></td>
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### Fiction:
- "The Greatest Gift" (Philip Van Doren Stern)
- Dr. Jekyll and Mr. Hyde (Stevenson)
- The Legend of Sleepy Hollow (Irving)

### Songs:
- "The Highwayman" (McKennet)
- "Everywhere" (Fleetwood Mac)
- "Hotel California" (Eagles)

### Novel
- A Christmas Carol (Dickens) - excerpts

### ABCs of Project Ideas
[Link](http://www.ereadingworksheets.com/e-reading-worksheets/school-project-ideas/)

### Cooperative Learning in Middle School
[Link](https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf)

### Cooperative Learning Strategies
- Socratic Circle
- Think Pair Share
- Placemat and Say Something
- Jigsaw
[Link](http://www.myread.org/organisation.htm#thinkpairshare)

### Capitalization ADD
Comma Chameleon
[Link](http://www.sheppardsoftware.com/grammar/punctuation.htm)

### Hypens and Dashes
[Link](http://www.brainpop.com/english/grammar/hyphensanddashes/preview.weml)

### Video: Dashes, Hyphens, and Ellipses
[Link](http://www.youtube.com/watch?v=BlOk6XaFuuy)

### "The Red Wheelbarrow" (W.C. Williams)
- "Mother to Son" (Langston Hughes)
- "We Real Cool" (G. Brooks)

### Myths, Legends, Folktales:
- What are Gerunds?
  [Link](http://www.grammar-monster.com/glossary/gerunds.htm)
- Gerund: Teaching Video
  [Link](http://www.youtube.com/watch?v=PhwGtNzdDmc)

### What are Participles?
[Link](http://www.grammar-monster.com/glossary/participles.htm)

### What are Infinitives?
[Link](http://www.grammar-monster.com/glossary/infinitive_phrase.htm)

### Range of Reading and Level of Text Complexity
- 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]

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### Reading Standards for Literature:
**Integration of Knowledge and Ideas**
- 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]

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### Reading Standards for Informational Text:
**Range of Reading and**
<table>
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<th>Captain English: Denotation &amp; Connotation</th>
<th>Video: Use a Comma to Indicate a Pause or Break <a href="http://www.youtube.com/watch?v=UHMmrWOXv-A">http://www.youtube.com/watch?v=UHMmrWOXv-A</a></th>
<th>Video: Use an Ellipsis to Indicate a Pause or Break <a href="http://www.youtube.com/watch?v=0Mkij-oHnAI">http://www.youtube.com/watch?v=0Mkij-oHnAI</a></th>
<th>Video: Use a Dash to Indicate a Pause or Break <a href="http://www.youtube.com/watch?v=PP4_F9dKdI">http://www.youtube.com/watch?v=PP4_F9dKdI</a></th>
<th>Video: Use an Ellipsis to Indicate an Omission <a href="http://www.youtube.com/watch?v=ntTaR0khmco">http://www.youtube.com/watch?v=ntTaR0khmco</a></th>
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<td>Reading Standards for Literature:</td>
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<td>Reading Standards for Informational Text:</td>
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<td>Level of Text Complexity</td>
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<td>Key Ideas and Details</td>
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<td>Integration of Knowledge and Ideas</td>
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<td>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]</td>
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<tr>
<td>- 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]</td>
<td>- 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]</td>
<td>- 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]</td>
<td>- 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]</td>
<td>- 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]</td>
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<td>- 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]</td>
<td>- 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]</td>
<td>- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</td>
<td>o 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]</td>
<td>o b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]</td>
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<td>- Determine a central idea</td>
<td>- 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]</td>
<td>o c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting</td>
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<td>Reading Standards for Informational Text:</td>
<td>Reading Standards for Informational Text: Craft and Structure</td>
<td>Writing: (1,2, or 3 nine weeks)</td>
<td>Writing: Production and Distribution of Writing</td>
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<td>Key Ideas and Details</td>
<td>- 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</td>
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<td>- 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]</td>
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<td>- Determine a central idea</td>
<td>Behavior that falls within the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]</td>
<td>- 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</td>
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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

### Language:

**Knowledge of Language**

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

- 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]
- 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]

- 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

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

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.
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. [L.8.1a]
  - 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.
the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2]  
  o  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a]  
  o  b. Use an ellipsis to indicate an omission. [L.8.2b]  
  o  c. Spell correctly. [L.8.2c]  

Writing: Range of Writing  
- 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]  
- Writing Standards Text Types and Purposes  
  Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]  
  o  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]  

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<th>Research to Build and Present Knowledge</th>
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| - 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] |
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.