

8 ELA Pacing Guide

1st 9 Weeks

Writing Standards Focus (Narrative)	Reading Standards Focus	Language Standards Focus	Speaking and Listening Standards Focus
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>RI.8.2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons,</p>	<p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>L.8.2b Use an ellipsis to indicate an omission.</p> <p>L.8.2c Spell correctly.</p> <p>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.</p> <p>L.8.4a 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.</p> <p>L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L.8.4c 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.</p> <p>L.8.4d 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).</p>	<p>SL.8.1 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.</p> <p>SL.8.1a 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.</p> <p>SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

<p>W.8.5 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.</p> <p>W.8.6 Use 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.</p>	<p>analogies, or categories).</p> <p>RL.8.4 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.</p> <p>RI.8.4 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 other texts.</p>	<p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L.8.5b Use the relationship between particular words to better understand each of the words.</p> <p>L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	
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2nd 9 Weeks

Writing Standards Focus (Informative/Literary Analysis)	Reading Standards Focus	Language Standards Focus	Speaking and Listening Standards Focus
<p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.2a 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.</p> <p>W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.8.2c Use appropriate</p>	<p>RL.8.5 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.</p> <p>RI.8.5 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RL.8.6 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.</p> <p>RI.8.6 Determine an author's point of view or purpose in a text and</p>	<p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p> <p>L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.6 Acquire and use accurately grade-appropriate general academic and domain specific words and</p>	<p>SL.8.2 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.</p> <p>SL.8.4 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.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations</p>

and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2e Establish and maintain a formal style. W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. W.8.7 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.8.8 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.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RL.8.7 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. RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	to clarify information, strengthen claims and evidence, and add interest.
*Spiraling Standards: Once focus standards have been taught, they then become spiraling standards. This means that while the focus is not on teaching those particular standards, said standards should be spiraled into assignments and assessments to continually reinforce those skills. <div><div><ul style="list-style-type: none">Reading- RL/RI.8.1 8.3 8.2 8.4Language- L.8.2 8.4 8.3 8.5</div><div><ul style="list-style-type: none">Writing- W.8.4 8.5 8.6Speaking and Listening- SL.8.1</div></div>			

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3rd 9 Weeks

Writing Standards Focus (Argument)	Reading Standards Focus	Language Standards Focus	Speaking and Listening Standards Focus
<p>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.1d Establish and maintain a formal style.</p> <p>W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.8.7 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.</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of</p>	<p>RI.8.8 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.</p> <p>RI.8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.</p> <p>RI.8.9 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.</p>	<p>L.8.1b Form and use verbs in the active and passive voice.</p> <p>L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.8.3a 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).</p>	<p>SL.8.3 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.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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<p>each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p>*Spiraling Standards: Once focus standards have been taught, they then become spiraling standards. This means that while the focus is not on teaching those particular standards, said standards should be spiraled into assignments and assessments to continually reinforce those skills.</p> <ul style="list-style-type: none"> Reading- RL/RI.8.1 8.4 8.2 8.5 8.3 8.6 Writing- W.8.4 8.5 8.6 Language- L.8.2 8.4 8.3 8.5 Speaking and Listening- SL.8.1 8.4 8.2 8.5 			

8 ELA Pacing Guide

4th 9 Weeks

Writing Standards Focus	Reading Standards Focus	Language Standards Focus	Speaking and Listening Standards Focus
<ul style="list-style-type: none"> Will vary based on student's needs/data Time management/On demand writing 	<ul style="list-style-type: none"> Will vary based on data 	<ul style="list-style-type: none"> Will vary based on data 	<ul style="list-style-type: none"> Will vary based on data
<p>*Spiraling Standards: Once focus standards have been taught, they then become spiraling standards. This means that while the focus is not on teaching those particular standards, said standards should be spiraled into assignments and assessments to continually reinforce those skills.</p>			