

Magoffin County Schools
English Language Arts Pacing Guide, Grade Eight
2011-2012

<i>Standard Number</i>	<i>Standard</i> <i>These standards need to be integrated through each unit of study for the entire school year.</i>
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline specific tasks, purposes, and audiences.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1 a	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
L.8.1 b	Form and use verbs in the active and passive voice.
L.8.1 c	Form and use verbs in the indicative, imperative, interrogative conditional and subjunctive mood.
L.8.1 d	Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2 a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2 b	Use an ellipsis to indicate an omission.
L.8.2 c	Spell correctly.
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.
RI.8.10	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.
RL.8.10	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.

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UNIT ONE		
<u>Urban Settings in America: “It Happened in the City”</u>		
This six-week unit of eighth grade starts off the year with reflections on the settings of stories and events—from poems and short stories to novels and nonfiction material. (<i>see http://commoncore.org/maps/index.php/maps/grade_8_unit_1/</i>)		
<i>First 6 Weeks 08/10-09/19</i>	<i>Standard Number</i>	<i>Standard</i>
	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.
	RI.8.6	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.
	W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , 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.8.1 b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , 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.

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	L.8.4 b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).
	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
	W.8.9	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.8.9 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.
	RL.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.
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UNIT TWO

Rural Settings in North America: “It Happened in this Country”

This six-week unit of eighth grade continues student reflections on settings of stories and events—from poems and short stories to novels and nonfiction material.(see http://commoncore.org/maps/index.php/maps/grade_8_unit_2/)

<i>Second 6 Weeks 09/20-11/1</i>	<i>Standard Number</i>	<i>Standard</i>
	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.
	RI.8.2	Determine a central idea 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.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.
	SL.8.1 (c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	SL.8.1 (d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.

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	L.8.4 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.8.4 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).
	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.
	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 the purpose and audience have been addressed.

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UNIT THREE

Looking Back on America

This six-week unit of eighth grade continues with reflections on the setting of stories and events, this time from a historical perspective.

(See http://commoncore.org/maps/index.php/maps/grade_8_unit_3/)

<i>Third 6 Weeks 11/02-12/16</i>	<i>Standard Number</i>	<i>Standard</i>
	RL.8.9:	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.
	RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	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.
	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.
	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
	L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	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.
	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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UNIT FOUR

This fourth six-week unit of eighth grade goes beyond the initial focus on America, and examines the similarities between literary authors and artists.

(see http://commoncore.org/maps/index.php/maps/grade_8_unit_4/)

<i>Fourth 6 Weeks 01/02-02/09</i>	<i>Standard Number</i>	<i>Standard</i>
	RL.8.2	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.
	RI.8.5	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.8.8	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.
	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.
	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.8.2 (b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	W.8.2 (c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
	W.8.2 (d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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	W.8.2 (e)	Establish and maintain a formal style.
	W.8.2 (f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
	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.
	L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.8.5 (b)	Use the relationship between particular words to better understand each of the words.
	L.8.5 (c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).

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UNIT FIVE

Dramatically Speaking

This six-week unit of eighth grade continues an examination of the arts, but focuses on the art of dramatic performance of plays, speeches, and poems. (see http://commoncore.org/maps/index.php/maps/grade_8_unit_5/)

<i>Fifth 6 Weeks 02/10-03/22</i>	<i>Standard Number</i>	<i>Standard</i>
	RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	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.
	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.
	W.8.1	Critique and write arguments to support claims with clear reasons and relevant evidence.
	W.8.1 (a)	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
	W.8.1 (b)	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	W.8.1 (c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
	W.8.1 (d)	Establish and maintain a formal style.
	W.8.1 (e)	Provide a concluding statement or section that follows from and supports the argument presented.
	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.
	L.8.5.	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.8.5 (b)	Use the relationship between particular words to better understand each of the words

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UNIT SIX

The Road Not Taken

This final six-week unit of eighth grade encourages students to explore their strengths by reading about strong characters who ventured against conventional society in search of the greater good.

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<i>Sixth 6 Weeks 03/23-05/03</i>	<i>Standard Number</i>	<i>Standard</i>
	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.
	W.8.3	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 and/or characters; organize an event sequence that unfolds naturally and logically.
	W.8.3 (b)	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
	W.8.3 (c)	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.
	W.8.3 (d)	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
	W.8.3 (e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
	L.8.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.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).
	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with

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		relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.