



**Brookhaven School District
Pacing Guide 2019-20
Eighth Grade ELA**

Beginning in grade 3, 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 (*).

1 ST NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
August 6-16	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction paragraph; subjects/predicates, complete sentence structure</p> <ul style="list-style-type: none"> ♦ Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. - Form and use verbs in the active and passive voice. - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. - Recognize and correct inappropriate shifts in verb voice and mood.* ♦ 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. - 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. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). - 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. - 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). ♦ Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ♦ Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ♦ 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. ♦ Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ♦ 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>L.8.1</p> <p>L.8.1a</p> <p>L.8.1b</p> <p>L.8.1c</p> <p>L.8.1d</p> <p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>W.8.1</p> <p>W.8.1a</p> <p>RI.8.1</p> <p>RI.8.2</p> <p>RL.8.1</p> <p>RL.8.2</p>	<p>"The Veldt," "All Summer in a Day," and "The Pedestrian" by Ray Bradbury; Writer's Choice textbook and grammar handouts; ELA State Test Writing Rubric; dystopian/utopian-themed texts from CommonLit.org, ReadWorks.org, NewsELA.com, Collections textbook, etc.; Classworks.com ELA program</p>
August 19-30	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction and body paragraph; punctuation; ellipsis, punctuation for citing textual evidence</p> <ul style="list-style-type: none"> ♦ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. - Use an ellipsis to indicate an omission. - Spell correctly. ♦ 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. - 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. - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the 	<p>L.8.2</p> <p>L.8.2a</p> <p>L.8.2b</p> <p>L.8.2c</p> <p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p>	<p>"Harrison Bergeron" and "2BRO2B" by Kurt Vonnegut Jr.; Writer's Choice textbook and grammar handouts; ELA State Test Writing Rubric; dystopian/utopian-themed texts from CommonLit.org, ReadWorks.org, NewsELA.com, Collections textbook, etc.; Classworks.com ELA program</p>

	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> -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). -Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. -Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ♦Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ♦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. ♦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. ♦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>L.8.4d W.8.1b W.8.1c RI.8.3 RI.8.4 RL.8.3 RL.8.4</p>	
<p>September 3-13</p> <p><i>September 6-4.5 Weeks Test</i></p>	<p>Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; introduction, body, and conclusion paragraph; figurative language and figures of speech; citing textual evidence</p> <ul style="list-style-type: none"> ♦Use knowledge of language and its conventions when writing, speaking, reading, or listening. -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). ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the argument presented. ♦Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ♦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. ♦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. ♦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>L.8.3 L.8.3a L.8.4 L.8.4a L.8.4b L.8.4c L.8.4d W.8.1d W.8.1e RI.8.5 RI.8.6 RL.8.5 RL.8.6</p>	<p>“The Monkey’s Paw” by W. W. Jacobs from <i>Collections</i> book (p. 105) and “The Hitchhiker” by Lucille Fletcher; Writer’s Choice textbook and grammar handouts; ELA State Test Writing Rubric; dystopian/utopian-themed texts from CommonLit.org, ReadWorks.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>
<p>September 16-30</p>	<p>Review: Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; subjects/predicates, complete sentence structure, punctuation; ellipsis, punctuation for citing textual evidence, figurative language and figures of speech; citing textual evidence</p> <ul style="list-style-type: none"> ♦Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. -Interpret figures of speech (e.g. verbal irony, puns) in context. -Use the relationship between particular words to better understand each of the words. -Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). ♦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. ♦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>L.8.5 L.8.5a L.8.5b L.8.5c L.8.6 L.8.4</p>	<p>“The Landlady” and “Lamb to the Slaughter by Roald Dahl; Writer’s Choice textbook and grammar handouts; ELA State Test Writing Rubric; dystopian/utopian-themed texts from CommonLit.org, ReadWorks.org, NewsELA.com, <i>Collections</i> textbook, etc.; Classworks.com ELA program</p>

	<ul style="list-style-type: none"> -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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 standards 1–3 above.) ♦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 Language standards 1–3 up to and including grade 8.) ♦Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. ♦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. ♦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. ♦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. ♦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>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>W.8.4</p> <p>W.8.5</p> <p>RI.8.7</p> <p>RI.8.8</p> <p>RI.8.9</p> <p>RL.8.7</p> <p>RL.8.9</p>	
October 1-8	Continued review of 1 st 9 weeks standards; 1 st 9 weeks exam		
2nd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
<p>October 9-18</p> <p><i>October 15-Report Card Pick-Up</i></p>	<p>Point of view; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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. ♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -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. -Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. -Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ♦Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ♦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. ♦Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ♦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 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>RL.8.6</p> <p>W.8.2</p> <p>W.8.2a</p> <p>W.8.2b</p> <p>W.8.2c</p> <p>RI.8.1</p> <p>RI.8.2</p> <p>RL.8.1</p> <p>RL.8.2</p>	<p>"The Diary of Anne Frank" play in <i>Collections</i> textbook (p. 279), ELA State Test Writing Rubric; Holocaust articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<p>and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.</p> <ul style="list-style-type: none"> ♦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. -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. -Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. -Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. -Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	<p>SL.8.1</p> <p>SL.8.1a</p> <p>SL.8.1b</p> <p>SL.8.1c</p> <p>SL.8.1d</p>	
<p>October 21- November 1</p>	<p>Characterization; inference; supporting details; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the information or explanation presented. ♦Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ♦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. ♦Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. ♦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. ♦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>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>W.8.2d</p> <p>W.8.2e</p> <p>W.8.2f</p> <p>RI.8.3</p> <p>RI.8.4</p> <p>RL.8.3</p> <p>RL.8.4</p> <p>SL.8.2</p>	<p>“The Diary of Anne Frank” play in <i>Collections</i> textbook (p. 279), ELA State Test Writing Rubric; Holocaust articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>
<p>November 4-22</p> <p>November 13- 4.5 Weeks Test</p>	<p>Main idea; symbolism; supporting details; research; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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 standards 1–3 above.) ♦With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>W.8.4</p> <p>W.8.5</p>	<p>“The Diary of Anne Frank” play in <i>Collections</i> textbook (p. 279), ELA State Test Writing Rubric; Holocaust articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<p>rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <ul style="list-style-type: none"> ♦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. ♦Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ♦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. ♦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. ♦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. ♦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>W.8.6</p> <p>RI.8.5 RI.8.6</p> <p>RL.8.5</p> <p>RL.8.6</p> <p>SL.8.3</p>	
November 25-29 <i>Thanksgiving</i>			
December 2-13	<p>Review: Research; Greek and Latin roots; non-fiction, poetry, and fictional play; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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. ♦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. ♦Draw evidence from literary or informational texts to support analysis, reflection, and research. -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”). ♦Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. ♦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. ♦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. ♦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. ♦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. ♦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. ♦Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ♦Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b L.8.4c</p> <p>L.8.4d</p> <p>W.8.7</p> <p>W.8.8</p> <p>W.8.9 W.8.9a W.8.9b</p> <p>RI.8.7</p> <p>RI.8.8</p> <p>RI.8.9</p> <p>RL.8.7</p> <p>RL.8.9</p> <p>SL.8.4</p> <p>SL.8.5 SL.8.6</p>	<p>“The Diary of Anne Frank” play in <i>Collections</i> textbook (p. 279), ELA State Test Writing Rubric; Holocaust articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

December 16-20	Continued review of 2 nd 9 weeks standards; 2 nd 9 weeks exam		
3 rd NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
January 7-17	<p>Point of view; supporting details; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ◆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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ◆Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ◆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. ◆Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ◆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. ◆Write arguments to support claims with clear reasons and relevant evidence. -Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. -Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ◆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. -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. -Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. -Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. -Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ◆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. ◆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>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>RL.8.1</p> <p>RL.8.2</p> <p>RI.8.1</p> <p>RI.8.2</p> <p>W.8.1</p> <p>W.8.1a</p> <p>W.8.1b</p> <p>SL.8.1</p> <p>SL.8.1a</p> <p>SL.8.1b</p> <p>SL.8.1c</p> <p>SL.8.1d</p> <p>SL.8.2</p> <p>SL.8.3</p>	<p><i>The Outsiders</i> by S.E. Hinton; ELA State Test Writing Rubric; <i>The Outsiders</i>-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>
January 21-31	<p>Supporting details; theme; inference; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ◆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. -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 	<p>L.8.4</p> <p>L.8.4a</p>	<p><i>The Outsiders</i> by S.E. Hinton; ELA State Test Writing Rubric; <i>The Outsiders</i>-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<p>meaning of a word or phrase.</p> <ul style="list-style-type: none"> -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. ♦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. -Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the argument presented. ♦Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ♦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. ♦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. ♦Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ♦Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) 	<p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>RL.8.3</p> <p>RL.8.4</p> <p>W.8.1c</p> <p>W.8.1d</p> <p>W.8.1e</p> <p>RI.8.3</p> <p>RI.8.4</p> <p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p>	
<p>February 3-14</p> <p>February 6</p> <p>4.5 Weeks Test</p>	<p>Supporting details; characterization; main idea; Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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. ♦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. ♦Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. -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. -Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. -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. -Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>RL.8.5</p> <p>RL.8.6</p> <p>W.8.3</p> <p>W.8.3a</p> <p>W.8.3b</p> <p>W.8.3c</p> <p>W.8.3d</p>	<p><i>The Outsiders</i> by S.E. Hinton; ELA State Test Writing Rubric; <i>The Outsiders</i>-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<ul style="list-style-type: none"> -Provide a conclusion that follows from and reflects on the narrated experiences or events. ♦Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ♦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. 	<p>W.8.3e RI.8.5 RI.8.6</p>	
February 17-28	<p>Review: Greek and Latin roots; non-fiction, poetry, and fictional novel; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦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. ♦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. ♦Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. ♦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. ♦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>L.8.4 L.8.4a L.8.4b L.8.4c L.8.4d RL.8.7 RL.8.9 RI.8.7 RI.8.8 RI.8.9</p>	<p><i>The Outsiders</i> by S.E. Hinton; ELA State Test Writing Rubric; <i>The Outsiders</i>-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>
March 2-6	Continued review of 3 rd 9 weeks standards; 3 rd 9 weeks exam		
4th NINE WEEKS			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources (textbooks, links, etc.)
March 9-13 <i>Spring Break</i>			
March 16-27 March 26-Report Card Pick-Up	<p>Main idea; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ♦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. ♦Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn 	<p>L.8.4 L.8.4a L.8.4b L.8.4c L.8.4d RL.8.1 RL.8.2 RI.8.1</p>	<p>ELA State Test Writing Rubric; ELA test prep (once a week for high group/twice a week for inclusion class); Cultural Diversity/Activism-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<p>from the text.</p> <ul style="list-style-type: none"> ♦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. ♦Write arguments to support claims with clear reasons and relevant evidence. -Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. -Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. -Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. -Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented. 	<p>RI.8.2</p> <p>W.8.1</p> <p>W.8.1a</p> <p>W.8.1b</p> <p>W.8.1c</p> <p>W.8.1d</p> <p>W.8.1e</p>	
<p>March 30-April 9</p>	<p>Supporting details; Practice 8th ELA State Test; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). -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. -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). ♦Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. ♦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. ♦Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). ♦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. ♦Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -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. -Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. -Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. -Use precise language and domain-specific vocabulary to inform about or explain the topic. -Establish and maintain a formal style. -Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p> <p>L.8.4c</p> <p>L.8.4d</p> <p>RL.8.3</p> <p>RL.8.4</p> <p>RI.8.3</p> <p>RI.8.4</p> <p>W.8.2</p> <p>W.8.2a</p> <p>W.8.2b</p> <p>W.8.2c</p> <p>W.8.2d</p> <p>W.8.2e</p> <p>W.8.2f</p>	<p>ELA State Test Writing Rubric; ELA test prep (once a week for high group/twice a week for inclusion class) Cultural diversity/activism articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program; Practice 8th ELA State Test</p>
<p>April 14-24</p>	<p>Inference; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦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. -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. -Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, 	<p>L.8.4</p> <p>L.8.4a</p> <p>L.8.4b</p>	<p>ELA State Test Writing Rubric; Cultural DiversityActivism-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>

	<p>secede).</p> <ul style="list-style-type: none"> -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. -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). ♦Draw evidence from literary or informational texts to support analysis, reflection, and research. -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”). -Apply grade 8 Reading standards to literary nonfiction and/or informational texts (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”). ♦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. ♦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. ♦Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ♦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. ♦Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 	<p>L.8.4c</p> <p>L.8.4d</p> <p>W.8.9</p> <p>W.8.9a</p> <p>W.8.9b</p> <p>RL.8.5</p> <p>RL.8.6</p> <p>RI.8.5</p> <p>RI.8.6</p> <p>RI.8.7</p>	
<p>April 27-May 15</p>	<p>Point of view; Greek and Latin roots; non-fiction, poetry, and fictional short stories; frequent writing prompts responding to texts with focus on state test writing rubric categories: writing development, organization, grammar, mechanics; review introduction, body, and conclusion paragraph; citing textual evidence; literary elements</p> <ul style="list-style-type: none"> ♦Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ♦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. ♦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. ♦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. ♦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. ♦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. ♦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. 	<p>W.8.10</p> <p>RL.8.7</p> <p>RL.8.9</p> <p>RL.8.10</p> <p>RI.8.8</p> <p>RI.8.9</p> <p>RI.8.10</p>	<p>ELA State Test Writing Rubric; Cultural Diversity/Activism-themed articles from CommonLit.org, ReadWorks.org, NewsELA.com, etc.; Classworks.com ELA program</p>
<p>May 18-22</p>	<p>Continued review of 4th 9 weeks standards; 4th 9 weeks exam</p>		