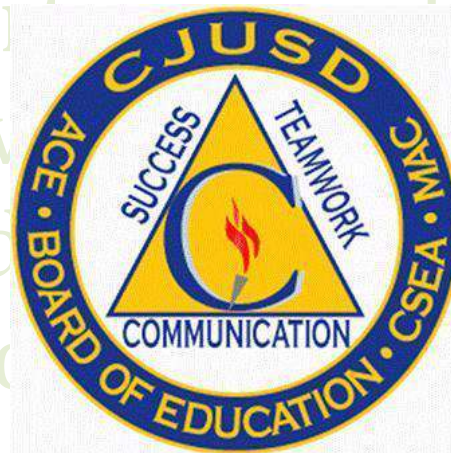


# Pacing Guide

## Advanced English Language Arts

### Grade 8

Colton Joint Unified School District

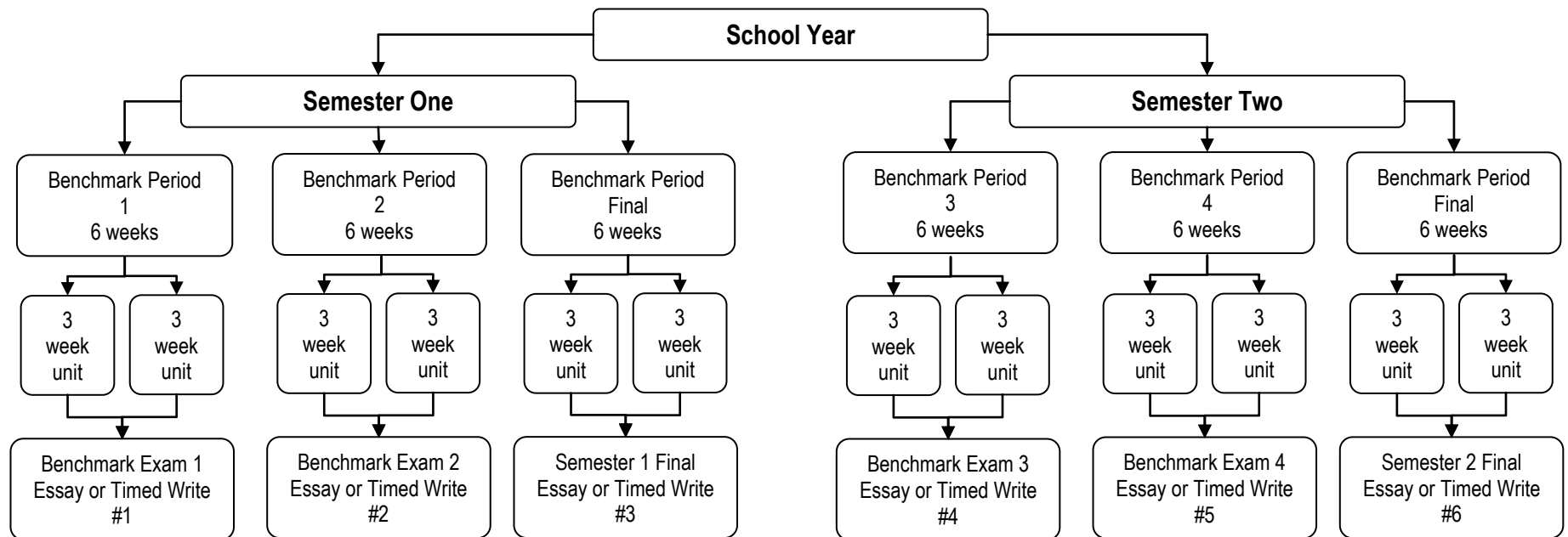


# Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

## Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for advanced eighth grade language arts. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to how and to what extent he or she brings students to mastery of the standards. As such, the pacing guide *suggests* the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

## Advanced ELA Grade 8 Curriculum Organization



## Required Texts

### Fiction

- "Flowers for Algernon"

### Drama

- *The Diary of Anne Frank*

### Non-Fiction

- "Harriet Tubman"

### Poetry

- "Paul Revere's Ride"

### Novel

- *The Outsiders* by S.E. Hinton

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively

## Pacing Guide for **Advanced English Language Arts 8<sup>th</sup> Grade**

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### **Minimum Required Writings**

In eighth grade, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

### **Semester One Requirements:**

- WA 2.2 Response to Literature
- WA 2.1 Fictional or Autobiographical Narrative

### **Semester Two Requirements:**

- WA 2.6 Technical
- WA 2.5 Business Letter

### **Timed: In-class (End of Semester):**

- WA 2.1 Compare/Contrast, section c.,
- WA 2.4 Persuasive

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 1—Benchmark Period 1

Standards Assessed		Key Assignments
RW 1.3 context clues, patterns RL 3.2 evaluate plot	WC 1.4 grammar: correct use WC 1.5 punctuation & capitalization	<ul style="list-style-type: none"> <li>• Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>• Response to Literature essay</li> </ul>

### Weeks 1-3:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary		
<p>CLASSROOM ORGANIZATION STRATEGIES AND SET-UP</p> <p><u>RW 1.3 SWBAT</u></p> <ul style="list-style-type: none"> <li>• Use word meanings within the appropriate context.</li> </ul> <p><u>*RL 3.2 SWBAT</u></p> <ul style="list-style-type: none"> <li>• Evaluate the structural elements of the plot (e.g. subplots, parallel episodes, climax)</li> </ul> <p><u>RL 3.3 SWBAT</u></p> <ul style="list-style-type: none"> <li>• analyze motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> </ul> <p><u>RL 3.4 SWBAT</u></p> <ul style="list-style-type: none"> <li>• analyze the relevance of the setting to the mood, the tone, and meaning of the text.</li> </ul> <p><u>RL 3.5 SWBAT</u></p> <ul style="list-style-type: none"> <li>• Identify recurring themes.</li> </ul> <p><u>WC 1.4 SWBAT</u></p> <ul style="list-style-type: none"> <li>• edit manuscripts to ensure correct grammar is used.</li> </ul> <p><u>*WC 1.5 SWBAT</u></p> <ul style="list-style-type: none"> <li>• Use correct punctuation and grammar.</li> </ul>	<p>Evaluate:</p> <ul style="list-style-type: none"> <li>• Structural elements of plot</li> <li>• Motivation of character</li> <li>• Context clues</li> </ul>	<p>“Raymond’s Run”, pp. 32 – 43            “Stop the Sun” pp. 48-58            **<i>The Diary of Anne Frank</i> pp. 447-514</p>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• context</li> <li>• restatement</li> <li>• example</li> <li>• comparison</li> <li>• contrast</li> <li>• nearest in meaning</li> <li>• excerpt</li> <li>• introductory paragraph</li> <li>• structural elements of the plot</li> <li>• plot’s development</li> <li>• subplots</li> <li>• parallel episodes</li> <li>• subplots</li> <li>• parallel episodes</li> <li>• conflicts</li> <li>• climax</li> <li>• address</li> <li>• resolve/ resolution</li> <li>• character motivation</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• character traits</li> <li>• setting</li> <li>• mood</li> <li>• tone</li> <li>• theme</li> <li>• prepositional phrase</li> <li>• subject</li> <li>• verb/verb phrase</li> <li>• relevance</li> <li>• setting (place, time, customs)</li> <li>• mood</li> <li>• tone</li> <li>• meaning</li> <li>• text</li> <li>• description</li> <li>• correct grammar</li> <li>• consistency</li> <li>• verb tense</li> <li>• punctuate</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• context</li> <li>• restatement</li> <li>• example</li> <li>• comparison</li> <li>• contrast</li> <li>• nearest in meaning</li> <li>• excerpt</li> <li>• introductory paragraph</li> <li>• structural elements of the plot</li> <li>• plot’s development</li> <li>• subplots</li> <li>• parallel episodes</li> <li>• subplots</li> <li>• parallel episodes</li> <li>• conflicts</li> <li>• climax</li> <li>• address</li> <li>• resolve/ resolution</li> <li>• character motivation</li> </ul>	<ul style="list-style-type: none"> <li>• character traits</li> <li>• setting</li> <li>• mood</li> <li>• tone</li> <li>• theme</li> <li>• prepositional phrase</li> <li>• subject</li> <li>• verb/verb phrase</li> <li>• relevance</li> <li>• setting (place, time, customs)</li> <li>• mood</li> <li>• tone</li> <li>• meaning</li> <li>• text</li> <li>• description</li> <li>• correct grammar</li> <li>• consistency</li> <li>• verb tense</li> <li>• punctuate</li> </ul>
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## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 1—Benchmark Period 1

#### Weeks 4-6:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>RW 1.3 SWBAT</u></p> <ul style="list-style-type: none"> <li>use word meanings within the appropriate context.</li> </ul> <p><u>RL 3.2^ SWBAT</u></p> <ul style="list-style-type: none"> <li>evaluate the structural elements of the plot (e.g. subplots, parallel episodes, climax) and plot's development.</li> </ul> <p><u>RL 3.3* SWBAT</u></p> <ul style="list-style-type: none"> <li>compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> </ul> <p><u>RL 3.4* SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze the relevance of the setting to the mood, the tone, and meaning of the text.</li> </ul> <p><u>RL 3.5 SWBAT</u></p> <ul style="list-style-type: none"> <li>Identify recurring themes.</li> </ul> <p><u>WA 2.2 SWBAT</u></p> <ul style="list-style-type: none"> <li>write a Response to Literature essay that               <ul style="list-style-type: none"> <li>is supported with references to the text</li> <li>has coherence within/between paragraphs</li> <li>demonstrates a careful reading of the text</li> </ul> </li> </ul> <p><u>RC 2.7 SWBAT</u></p> <ul style="list-style-type: none"> <li>use text as model to evaluate unity and coherency.</li> </ul> <p><u>WS 1.6 SWBAT</u></p> <ul style="list-style-type: none"> <li>revise for word choice, organization, point of view, and transitions.</li> </ul> <p><u>WC 1.4 SWBAT</u></p> <ul style="list-style-type: none"> <li>edit manuscripts to ensure correct grammar is used.</li> </ul> <p><u>*WC 1.5 SWBAT</u></p> <ul style="list-style-type: none"> <li>Use correct punctuation and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different characters from different eras – what is character motivation</li> <li>Mood/Tone</li> </ul>	<p>“The Tell-Tale Heart” p. 624</p> <p>“The Third Wish” p 672</p> <p>“The Treasure of Lemon Brown” p. 334</p> <p>**“Flowers for Algernon” p. 220</p> <p>“The Monkey’s Paw” p. 680</p>	<ul style="list-style-type: none"> <li>response to literature</li> <li>support</li> <li>reference/citation</li> <li>evidence</li> <li>textual examples</li> <li>examples</li> <li>details</li> <li>coherence</li> <li>interpretation</li> <li>thoughtful</li> <li>grasp of text</li> <li>writer’s techniques</li> <li>inference</li> <li>insight</li> <li>effect on audience</li> </ul>

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## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 1—Benchmark Period 2

Standards Assessed	Key Assignments
RC 2.2 proposition & support RL 3.7 author's heritage, traditions, attitudes & beliefs WS 1.1 controlling idea WS 1.2 coherence WS 1.3 support for thesis & conclusion WS 1.6 revision	<ul style="list-style-type: none"> <li>Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>Autobiographical or Fictional Narrative</li> </ul>

### Weeks 7-9:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>RC 2.2* SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze text that uses proposition and support patterns.</li> </ul> <p><u>RL 3.2^ SWBAT</u></p> <ul style="list-style-type: none"> <li>evaluate the structural elements of the plot (e.g. subplots, parallel episodes, climax) plot's development, and the way in which conflicts are addressed and resolved.</li> </ul> <p><u>RL 3.3^ SWBAT</u></p> <ul style="list-style-type: none"> <li>compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> </ul> <p><u>RL 3.4^ SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze the relevance of the setting to the mood, the tone, and meaning of the text.</li> </ul> <p><u>RL 3.7* SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author.</li> </ul> <p><u>WS 1.1* SWBAT</u></p> <ul style="list-style-type: none"> <li>write compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</li> </ul> <p><u>WS 1.2 SWBAT</u></p> <ul style="list-style-type: none"> <li>establish coherence within and among paragraphs through effective transitions.</li> </ul> <p><u>WS 1.3* SWBAT</u></p> <ul style="list-style-type: none"> <li>support thesis or conclusions with analogies and quotations.</li> </ul> <p><u>WA 2.1 SWBAT</u></p> <ul style="list-style-type: none"> <li>write an autobiographical or fictional narrative that               <ul style="list-style-type: none"> <li>relates a clear, coherent incident or situation</li> <li>reveals the significance of, or writer's attitude toward, the subject</li> <li>uses narrative and descriptive strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Thesis/conclusion: writing and recognizing</li> <li>Supporting details</li> <li>Analyze recurring themes</li> <li>Identify conflicts</li> <li>Make connections with big idea</li> <li>Proposition &amp; support</li> <li>Author's purpose</li> <li>Organizational patterns</li> </ul>	<p>"The Great Rat Hunt" pp. 106            "All But My Life" pp. 522</p> <p><u>Novels:</u></p> <ul style="list-style-type: none"> <li><i>Night</i></li> <li><i>Bronx Masquerade</i></li> </ul>	<ul style="list-style-type: none"> <li>author's               <ul style="list-style-type: none"> <li>heritage</li> <li>traditions</li> <li>attitude</li> <li>beliefs</li> </ul> </li> <li>purpose/ main purpose/ author's purpose</li> <li>proposition</li> <li>supporting details</li> <li>logical facts</li> <li>opinion statements</li> <li>main idea</li> <li>controlling idea</li> <li>persuade/persuasive</li> <li>organization pattern/ main pattern of organization               <ul style="list-style-type: none"> <li>problem/solution</li> <li>main idea/support</li> <li>point-by-point</li> <li>cause and effect</li> </ul> </li> <li>explain</li> <li>interest</li> <li>processed</li> <li>implies</li> <li>described (best described as...)</li> <li>do all except</li> <li>product</li> <li>logo</li> <li>structure</li> <li>content</li> <li>lines</li> <li>the author probably believes that...</li> <li>compositions</li> <li>controlling impression</li> <li>coherent thesis</li> <li>clear</li> <li>well-supported</li> <li>phrase</li> <li>emphasis</li> <li>coherence</li> <li>effective transitions</li> <li>parallel structures</li> <li>writing techniques</li> <li>convince</li> </ul>

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## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 1—Benchmark Period 2

#### Weeks 10-12—*focus: writing and language conventions*

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>RL 3.2<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>evaluate the structural elements of the plot (e.g. subplots, parallel episodes, climax) plot's development, and the way in which conflicts are addressed and resolved.</li> </ul> <p><u>RL 3.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</li> </ul> <p><u>RL 3.4<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze the relevance of the setting to the mood, the tone, and meaning of the text.</li> </ul> <p><u>RL 3.7<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author.</li> </ul> <p><u>WS 1.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</li> </ul> <p><u>WS 1.2<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>establish coherence within and among paragraphs through effective transitions.</li> </ul> <p><u>WS 1.3<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>support thesis or conclusions with analogies and quotations.</li> </ul> <p><u>WS 1.6<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>revise for word choice, organization, point of view, and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Transitions between paragraphs and ideas</li> <li>Parallel structure</li> <li>Supporting ideas</li> <li>Use of quotes and comparisons</li> <li>Revise for word choice and organization</li> <li>Point of View</li> </ul>	<p>**"Flowers for Algernon" p. 220</p> <p>Approved novel with a writing portfolio</p>	<ul style="list-style-type: none"> <li>coherence</li> <li>effective transitions</li> <li>transitions               <ul style="list-style-type: none"> <li>obviously</li> <li>however</li> <li>still</li> <li>likewise</li> </ul> </li> <li>writing techniques</li> <li>parallel structure</li> <li>analogy</li> <li>paraphrase</li> <li>opinion</li> <li>quotation</li> <li>incident</li> <li>plot line</li> <li>setting</li> <li>reveal</li> <li>significance</li> <li>narrative</li> <li>descriptive/description</li> <li>thesis/ theses</li> <li>conclusions</li> <li>analogies</li> <li>paraphrases</li> <li>quotations</li> <li>opinions from authorities, comparisons</li> <li>claim</li> <li>incident</li> <li>event</li> <li>dialogue</li> <li>significance</li> </ul>

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## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 1—Benchmark Period Final

Standards Assessed		Key Assignments
RC 2.2 proposition & support RL 3.2 evaluate plot RL 3.3 compare & contrast characters & conflicts RL 3.4 mood & tone RL 3.7 author's heritage, traditions, attitudes & beliefs WC 1.3 sentence structure	WC 1.4 edit for correct grammar WC 1.5 punctuation & capitalization WC 1.6 spelling WS 1.1 controlling idea WS 1.2 coherence WS 1.3 support for thesis & conclusion WS 1.6 revision WA 2.1 Comparison/Contrast Essay	<ul style="list-style-type: none"> <li>• Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>• Comparison/Contrast Essay (in-class timed writing)</li> </ul>

### Weeks 13-15:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<u>WS 1.1^ SWBAT</u> <ul style="list-style-type: none"> <li>• create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</li> </ul> <u>WS 1.2^ SWBAT</u> <ul style="list-style-type: none"> <li>• establish coherence within and among paragraphs through effective transitions.</li> </ul> <u>WS 1.3^ SWBAT</u> <ul style="list-style-type: none"> <li>• support thesis or conclusions with analogies and quotations, plus paraphrases, and opinions from authorities.</li> </ul> <u>WS 1.6^ SWBAT</u> <ul style="list-style-type: none"> <li>• revise for word choice, organization, point of view, and transitions.</li> </ul> <u>WC 1.1* SWBAT</u> <ul style="list-style-type: none"> <li>• use correct and varied sentence types and sentence openings.</li> </ul> <u>WC 1.2* SWBAT</u> <ul style="list-style-type: none"> <li>• identify and use parallelism in written discourse.</li> </ul> <u>WC 1.3* SWBAT</u> <ul style="list-style-type: none"> <li>• use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Varied sentence types</li> <li>• Varied sentence openings</li> <li>• Use of parallel structure</li> <li>• Relationship between ideas:               <ul style="list-style-type: none"> <li>○ subordination</li> <li>○ coordination</li> <li>○ apposition</li> </ul> </li> </ul>	Continue with approved novel	<ul style="list-style-type: none"> <li>• precise</li> <li>• word choice</li> <li>• organization</li> <li>• phrase</li> <li>• clause</li> <li>• coherence</li> <li>• transitions</li> <li>• effective transitions</li> <li>• parallel structures</li> <li>• writing techniques</li> <li>• link</li> <li>• combine</li> <li>• appropriate organization</li> <li>• paragraphs</li> <li>• passages</li> <li>• consistent point of view</li> <li>• previous</li> <li>• dramatic</li> <li>• precise</li> <li>• accurate</li> <li>• replacement</li> <li>• apparent</li> <li>• reader interest</li> <li>• varied sentence types</li> <li>• sentence openings</li> <li>• lively personal style</li> <li>• effective personal style</li> <li>• subordination</li> <li>• coordination</li> <li>• apposition</li> <li>• relationship between ideas</li> </ul>

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## Pacing Guide for **Advanced English Language Arts 8<sup>th</sup> Grade**

### Semester 1—Benchmark Period Final

Weeks 16-18:

Standards Based Objectives	Suggested Works	Key Concepts	Academic Vocabulary
<p>Review &amp; re-teach standards taught during 1A and 1B; focus on areas of greatest need</p> <p><u>WA 2.1.c SWBAT</u></p> <ul style="list-style-type: none"> <li>● write a timed (in-class) descriptive essay that               <ul style="list-style-type: none"> <li>○ compares or contrasts two characters (fictional or “real life”)</li> <li>○ reveals the significance of the characters’ similarities &amp;/or differences</li> <li>○ uses an organizational pattern that makes the comparisons logical and coherent</li> </ul> </li> </ul>	<p>Pull in works that are needed to review standards that are weak</p>	<p>Any concept that students demonstrated a weakness in.</p>	<p>Review as needed</p>

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period 3

Standards Assessed	Key Assignments
RC 2.5 directions for mechanical device      RC 2.7 unity, coherence, logic	<ul style="list-style-type: none"> <li>• Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>• Technical Document</li> </ul>

### Weeks 1-3—*focus: non-fiction*

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>W1.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• Revise for word choice, organization, point of view, and transitions.</li> </ul> <p><u>WC 1.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• Use correct and varied sentence types and sentence openings.</li> </ul> <p><u>WC 1.2<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• Identify and use parallelism in written discourse.</li> </ul> <p><u>WC 1.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</li> </ul> <p><u>RC2.1* SWBAT</u></p> <ul style="list-style-type: none"> <li>• Begin to compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <p><u>RC2.3* SWBAT</u></p> <ul style="list-style-type: none"> <li>• Find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <p><u>RC2.4* SWBAT</u></p> <ul style="list-style-type: none"> <li>• Begin to compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly explain organizational patterns of informational documents.</li> <li>• Evaluate organizational patterns between consumer (informational) products.</li> <li>• Compare summary to text:             <ul style="list-style-type: none"> <li>○ *judge if summary catches main idea in text</li> <li>○ *judge if summary includes critical details and underlying details of text</li> </ul> </li> </ul>	<p>“Harriet Tubman: Conductor of the Underground Railroad” p. 756</p> <p>“Bike an Historic Trail” p. 733</p> <p>“Still Me” pp. 374</p> <p>“The Story of an Eyewitness” p.159</p> <p>“Lincoln: A Photobiography” p. 769</p> <p>“The Last Seven Months of Anne Frank” p. 515</p>	<ul style="list-style-type: none"> <li>• features</li> <li>• elements</li> <li>• consumer</li> <li>• consumer materials</li> <li>• documents</li> <li>• warranties</li> <li>• contracts</li> <li>• product information</li> <li>• instruction manuals</li> <li>• advertisement</li> <li>• purpose</li> <li>• product label</li> <li>• style</li> <li>• similarities</li> <li>• differences</li> <li>• texts</li> <li>• treatment of ideas</li> <li>• scope of ideas</li> <li>• organization of ideas</li> </ul> <ul style="list-style-type: none"> <li>• extent</li> <li>• generally</li> <li>• for which...</li> <li>• subjects</li> <li>• appropriate</li> <li>• directly</li> <li>• variation</li> <li>• complex mechanical device</li> <li>• technical directions</li> <li>• main support</li> <li>• position</li> <li>• statements</li> <li>• supporting points</li> <li>• methods</li> <li>• unity of text</li> <li>• coherence of text</li> <li>• logic of text</li> <li>• internal consistency of text</li> <li>• structural patterns of text</li> </ul>

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period 3

#### Weeks 4-6:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>WS 1.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Revise for word choice, organization, point of view, and transitions.</li> </ul> <p><u>WC 1.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Use correct and varied sentence types and sentence openings.</li> </ul> <p><u>WC 1.2<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Identify and use parallelism in written discourse.</li> </ul> <p><u>WC 1.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas.</li> </ul> <p><u>RC 2.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <p><u>RC 2.2<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze text that uses proposition and support patterns.</li> </ul> <p><u>RC 2.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <p><u>RC 2.4<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul> <p><u>RC 2.5<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Understand the use of a complex mechanical device by following technical directions.</li> </ul> <p><u>RC 2.7<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>Evaluate the unity, coherence, logic, internal consistency, and structural pattern of text.</li> </ul> <p><u>WA 2.6 SWBAT</u></p> <ul style="list-style-type: none"> <li>Write technical documents that identify the sequence of activities needed to design a system or operate a tool.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze proposition and support patterns in text</li> <li>Explain the use of a device by interpreting technical directions</li> <li>Create technical directions for a complex mechanical device</li> <li>Identify purpose of a document</li> <li>Define and recognize coherence and unity</li> <li>Identify main idea and structural patterns of text</li> </ul>	<p>“Lincoln: A Photobiography” p. 769</p> <p>“The Enormous Crocodile” p. 571</p> <p>Interactive Reader pp 374-383 (<i>Academic and Informational Reading</i>)</p>	<ul style="list-style-type: none"> <li>original text</li> <li>summary</li> <li>accurately</li> <li>main ideas</li> <li>critical details</li> <li>underlying meaning</li> <li>most accurate</li> <li>purpose</li> <li>consumer</li> <li>main support</li> <li>position</li> <li>statements</li> <li>supporting points</li> <li>methods</li> <li>unity of text</li> <li>coherence of text</li> <li>logic of text</li> <li>internal consistency of text</li> <li>structural patterns of text</li> <li>sequence</li> <li>formatting</li> <li>headings</li> </ul>

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period 4

Standards Assessed	Key Assignments
RC 2.6 Use information from workplace documents RL 3.6 Interpret lit w/lit devices	<ul style="list-style-type: none"> <li>• Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>• Business Letter</li> </ul>

### Weeks 7-9:

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<u>RC 2.1<sup>^</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <u>RC 2.2<sup>*</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• analyze text that uses proposition and support patterns.</li> </ul> <u>RC 2.3<sup>^</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <u>RC 2.4<sup>^</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul> <u>RC 2.5<sup>^</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• understand the use of a complex mechanical device by following technical directions.</li> </ul> <u>RC 2.7<sup>^</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• evaluate the unity, coherence, logic, internal consistency, and structural pattern of text.</li> </ul> <u>RC 2.6<sup>*</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <u>RL 3.1<sup>*</sup> SWBAT</u> <ul style="list-style-type: none"> <li>• determine and articulate the relationship between purposes and characteristics of different forms of poetry.</li> </ul> <u>WA 2.5 SWBAT</u> <ul style="list-style-type: none"> <li>• write a business letter that               <ul style="list-style-type: none"> <li>○ presents information with a purpose</li> <li>○ meets the needs of the intended audience.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate information from variety of consumer documents to explain and solve a problem</li> <li>• Analyze relationships between purposes and characteristics of poetry</li> </ul>	“Who are the Ninety-Nines?” p. 130 “Careers that Care” p. 386 “Mother to Son” p. 192 “Paul Revere’s Ride” (required) p. 716 “Southbound on the Freeway” p. 587	<ul style="list-style-type: none"> <li>• memo/memorandum</li> <li>• business letter</li> <li>• policy</li> <li>• employer/employee</li> <li>• greeting/salutation</li> <li>• closing</li> <li>• inside address</li> <li>• business address</li> <li>• letterhead</li> <li>• indent</li> <li>• colon</li> <li>• succinct</li> <li>• intended audience</li> </ul>

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period 4

#### Weeks 10-12:

Standards Based Pacing Guide	Suggested Works	Key Concepts	Academic Vocabulary
<p><u>RC 2.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <p><u>RC 2.2* SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze text that uses proposition and support patterns.</li> </ul> <p><u>RC 2.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <p><u>RC 2.4<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul> <p><u>RC 2.5<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>understand the use of a complex mechanical device by following technical directions.</li> </ul> <p><u>RC 2.7<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>evaluate the unity, coherence, logic, internal consistency, and structural pattern of text.</li> </ul> <p><u>RC 2.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <p><u>RL 3.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>determine and articulate the relationship between purposes and characteristics of different forms of poetry.</li> </ul> <p><u>RL 3.6* SWBAT</u></p> <ul style="list-style-type: none"> <li>identify significant literary devices that define a writer's style and begin to use those elements to interpret the work.</li> </ul> <p><u>RW 1.1* SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</li> </ul>	<p>"Choices" p. 417</p> <p>"the drum" p. 417</p> <p>"O Captain, My Captain" p. 779</p> <p>"Simile: Willow and Gingko" p. 215</p> <p>"Identity" p. 367</p> <p><i>The Diary of Anne Frank</i> (required) p. 447</p> <p>"The Summer of the Beautiful White Horse" p. 839</p>	<ul style="list-style-type: none"> <li>Identify significant literary devices</li> <li>Interpret literary devices</li> </ul>	<ul style="list-style-type: none"> <li>idiom</li> <li>analogy</li> <li>metaphor</li> <li>simile</li> <li>term</li> <li>symbol</li> <li>pun</li> <li>literal</li> <li>figurative</li> <li>rhythm</li> <li>interpret</li> <li>symbol/ symbolism</li> <li>dialect</li> <li>irony</li> <li>relationship among</li> <li>purposes of different forms of poetry</li> <li>characteristics of different forms of poetry</li> <li>rhyme, rhyme scheme</li> <li>line</li> <li>stanza</li> <li>couplet</li> <li>ballad</li> <li>narrative</li> <li>ode</li> <li>lyric</li> <li>epic</li> <li>elegy</li> <li>sonnet</li> <li>speaker</li> </ul>

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively

## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period Final

Standards Assessed		Key Assignments
RW 1.1 literary devices RC 2.1 compare & contrast RC 2.3 organization of ideas RC 2.4 analyze summary RC 2.5 technical directions	RC 2.6 consumer documents RC 2.7 unity, coherence, logic RL 3.1 poetry forms WA 2.4 Persuasive Essay	<ul style="list-style-type: none"> <li>• Assignments to be determined by each site in order to assess comprehension of key concepts.</li> <li>• Persuasive Essay (in-class timed writing)</li> </ul>

### Weeks 13-15—*focus: novel study*

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>RC 2.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <p><u>RC 2.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <p><u>RC 2.4<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul> <p><u>RC 2.5<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• understand the use of a complex mechanical device by following technical directions.</li> </ul> <p><u>RC 2.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <p><u>RC 2.7<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• evaluate the unity, coherence, logic, internal consistency, and structural pattern of text.</li> </ul> <p><u>RL 3.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• determine and articulate the relationship between purposes and characteristics of different forms of poetry.</li> </ul> <p><u>RL 3.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• identify significant literary devices that define a writer's style and begin to use those elements to interpret the work.</li> </ul> <p><u>RW 1.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>• analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</li> </ul> <p><u>WA 2.4 SWBAT</u></p> <ul style="list-style-type: none"> <li>• write a timed (in-class) persuasive essay that               <ul style="list-style-type: none"> <li>○ makes a clear judgment/argument</li> <li>○ supports argument with evidence, examples &amp; reasoning</li> <li>○ anticipates reader concerns &amp; counterarguments</li> </ul> </li> </ul>	<p>Any key concepts in which mastery has not been demonstrated.</p>	<ul style="list-style-type: none"> <li>• Approved novel</li> <li>• Novel: <i>The Outsiders</i> (required)</li> </ul>	<ul style="list-style-type: none"> <li>• idiom</li> <li>• analogy</li> <li>• metaphor</li> <li>• simile</li> <li>• term</li> <li>• symbol</li> <li>• pun</li> <li>• literal</li> <li>• figurative</li> <li>• rhythm</li> <li>• relationship among</li> <li>• purposes of different forms of poetry</li> <li>• characteristics of different forms of poetry</li> <li>• rhyme, rhyme scheme</li> <li>• line</li> <li>• stanza</li> <li>• couplet</li> <li>• ballad</li> <li>• narrative</li> <li>• ode</li> <li>• lyric</li> <li>• epic</li> <li>• elegy</li> <li>• sonnet</li> <li>• speaker</li> </ul>

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## Pacing Guide for Advanced English Language Arts 8<sup>th</sup> Grade

### Semester 2—Benchmark Period Final

#### Week 16-end—*focus: review of all standards*

Standards Based Pacing Guide	Key Concepts	Suggested Works	Academic Vocabulary
<p><u>RW 1.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</li> </ul> <p><u>RC 2.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>compare and contrast the features and elements of consumer materials to gain meaning from documents.</li> </ul> <p><u>RC 2.2<sup>*</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>analyze text that uses proposition and support patterns.</li> </ul> <p><u>RC 2.3<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>find similarities and differences between texts in the treatment, scope, or organization of ideas.</li> </ul> <p><u>RC 2.4<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>compare the original text to a summary to determine whether summary accurately captures main ideas, critical details, and conveys underlying meaning.</li> </ul> <p><u>RC 2.5<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>understand the use of a complex mechanical device by following technical directions.</li> </ul> <p><u>RC 2.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</li> </ul> <p><u>RC 2.7<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>evaluate the unity, coherence, logic, internal consistency, and structural pattern of text.</li> </ul> <p><u>RL 3.1<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>determine and articulate the relationship between purposes and characteristics of different forms of poetry.</li> </ul> <p><u>RL 3.6<sup>^</sup> SWBAT</u></p> <ul style="list-style-type: none"> <li>identify significant literary devices that define a writer's style and begin to use those elements to interpret the work.</li> </ul> <p><u>WA 2.4 SWBAT</u></p> <ul style="list-style-type: none"> <li>write a timed (in-class) persuasive essay that               <ul style="list-style-type: none"> <li>o makes a clear judgment/argument</li> <li>o supports argument with evidence, examples &amp; reasoning</li> <li>o anticipates reader concerns &amp; counterarguments</li> </ul> </li> </ul>	<p>Any concept in which students have demonstrated a weakness.</p>	<p>Pull in works that are needed to review standards that are weak</p>	<p>review as needed</p> <ul style="list-style-type: none"> <li>thesis</li> <li>judgment</li> <li>argument</li> <li>counterargument</li> <li>evidence</li> <li>examples</li> <li>reasoning</li> <li>support</li> <li>fact opinion</li> <li>details</li> <li>anticipate</li> </ul>

\*Standard assessed on Benchmark. ^Standard will be taught to different degrees throughout the semester. \*\*to be covered recursively