

Accomack County Public Schools English 8 Pacing Guide

8th Grade Writing

Standards 8.7 a-h & 8.8 a-g

Time Frame: Ongoing throughout the course and exclusively before the Writing SOL (dates depend on the scheduled date of the Writing SOL in March)

Students will focus on a variety of writing forms with the focus being on the five-paragraph persuasive essay in preparation for the SOL Writing Test. Students will produce their stance and/or argument in writing while providing various examples and supporting details and reasons to support their stance in a clear and effective way.

All students will use the prompts provided by the VDOE and will utilize the same graphic organizer across the division for cohesive preparation. Writing instruction will consist of essays, grammar, and writing mechanics.

Students should write a minimum of ten persuasive essays over the course of the school year in preparation for the SOL. They should follow the writing process throughout. Students should complete essays using word processing programs.

TOPIC	EXPLANATION	APPLICATION
Prewriting	<ul style="list-style-type: none">· Use a variety of techniques to generate ideas for writing· Identify the purpose of writing (narrative, expository, persuasive)	<ul style="list-style-type: none">· Brainstorming, listing, webbing, thinking maps, free-writing, etc.· Identify key words for the three writing types
Organization	<ul style="list-style-type: none">· Use a variety of outlining techniques to organize thoughts· Use appropriate organizational techniques for the purpose of writing	<ul style="list-style-type: none">· Traditional five-paragraph graphic organizer· Identify different organization techniques in writing

Composition Elaboration	<ul style="list-style-type: none"> · Utilize outline to compose a first draft of essay, focus on an engaging introduction and a clear thesis statement, follow through with specific examples and details through to conclusion · Identify appropriate point of view for essay type 	<ul style="list-style-type: none"> · Engaging introduction techniques, clear and correct thesis statement, well-developed paragraphs, organization throughout · Reflect an appropriate audience and purpose · Develop the topic with appropriate information, details, and examples
Revision/Editing	<ul style="list-style-type: none"> · Read draft and thoroughly revise at the sentence and paragraph level. · Edit for correct grammar and punctuation. · Practice using spell check, review functions, and testing software 	<ul style="list-style-type: none"> · Conference with teacher, peer revision, focus on clear and varied sentences, convey vivid imagery, utilize correct grammatical and mechanical conventions (see grammar pacing guide), and use appropriate transitions between paragraphs
Publication	<ul style="list-style-type: none"> · Use computer technology to draft, revise, edit, and publish writing 	<ul style="list-style-type: none"> · Student chromebooks, peer edit, make corrections
Persuasion	<ul style="list-style-type: none"> · Select and defend a position using clear and accurate evidence and examples 	<ul style="list-style-type: none"> · Anticipate and address counterarguments, establish credibility, select appropriate facts, details, and examples to support claim

8th Grade Grammar & Mechanics

Standards 8.8 a-g

Time Frame: Ongoing throughout the course and exclusively before the Writing SOL (dates depend on the scheduled date of the Writing SOL in March)

Students will focus on editing and revising grammar and mechanics in preparation for the SOL Writing Test through various forms of instruction and practice.

Topic	Explanation	Application
Mechanics of Writing	<ul style="list-style-type: none">- Appropriate punctuation, including punctuation of dialogue and punctuation between dependent and independent clauses- Use a comma, ellipsis, and dash- Diagram sentences with phrases and clauses- Use an ellipsis- Correct use of quotation marks and embedding quotations within a text	<ul style="list-style-type: none">- Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence- Individual practice and daily grammar exercises- Review notes and scaffolding practice- Use of SOL Coach Books
Parts of Speech	<ul style="list-style-type: none">- Singular pronoun- Plural pronouns- Comparative and superlative adjectives- Comparative and superlative adverbs- Conjunctions- Singular and plural verbs and subjects	<ul style="list-style-type: none">- Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence- Individual practice and daily grammar exercises- Review notes and scaffolding practice- Use of SOL Coach Book

1st 9 Weeks *Subject to change pace depending on week, cancelled schooldays, and class pace to ensure student success:

Week 1: Nouns & Adjectives Review—schoolhouse rock and review packet

Week 2: Verbs & Adverbs Review—schoolhouse rock and review packet

Week 3: Pronouns Review—schoolhouse rock & review

Week 4: Conjunctions & interjections—“...”

Week 5: Prepositions Review—“...”

Week 6: Review practice—identifying all parts of speech within sentences and understanding how they work together. Quiz on all parts of speech at end of week.

Week 7: Word Choice Errors: Reviewing common word choice errors by use of PowerPoint and then a worksheet. That week students also review infinitive verbs

Week 8-9: Review previously covered material.

2nd 9 Weeks:

Daily Grammar every single day as stated above.

Begin using copies made from the SOL Coach Book

Week 1: Reviewing Sentence types: Review packet, practice, & Lesson 27 in SOL coach book

Week 2: Commas, Semi-Colons, & Colons: Review PowerPoint & practice worksheet—Both followed-up by a Quiz (sentence types, commas, semi-colons, and colons)

Week 3: SOL Coach Book—Spelling & Word Usage (homophones) – review and practice on worksheets in coach book-- followed by a spelling quiz of the commonly misspelled words

Week 4: SOL Coach Book Lesson 19: SOL Writing a Persuasive Text

Week 5: SOL Coach Book Lesson 20 Revising Writing

Week 6: Grammar Review using coach book – review and practice pages in coach book

a. Day 1-2: Lesson 24 Comparative & Superlative Adjective (review from 1st 9 weeks)

b. Day 3-4: Lesson 25 Comparative & Superlative Adverbs (review from 1st 9 weeks)

Week 7: Lesson 26 Prepositional Phrases (review from 1st 9 weeks)

Week 8: SOL Coach Book- Maintaining consistent verb tense (Lesson 23)

Week 9: Review previously covered materials

3rd 9 Weeks:

Daily Grammar every single day as stated above

Cont. using copies made from the SOL coach book

Week 1: Lesson 18 Writing Informational Text—SOL Coach Book

Week 2: Lesson 17 Writing a Narrative SOL Coach Book

Week 3: Lesson 1 SOL Coach Book—Roots & Affixes

Week 4: Lesson 2 SOL Coach Book- Synonyms & Antonyms

Week 5: Lesson 3 SOL Coach Book- Multiple Meaning Words

Week 6: Lesson 4 SOL Coach Book- Denotation and Connotation

Week 7: Lesson 5 General and Specialized Vocabulary

Week 8: Lesson 6 Using Word-Reference Materials

Week 9: Finalize edits and practice writing mechanics for SOL Writing Test—review mechanics and work on the SOL tool to understand what will be corrected and how to operate spellcheck

*Some lessons may double-up depending on date of Writing SOL

4th 9 Weeks:

Prepare for Reading SOL. Students will read various pieces of fiction, non-fiction, and poetry over the course of the school year to prepare for the English 8 Reading SOL.

8th Grade Reading Analysis

Fiction

Standards 8.4--8.6

Time Frame: Ongoing throughout the semester/year

The students will read various types of fiction that will be read and analyzed throughout the entirety of the semester. These pieces of reading will be selected from the 8th grade approved reading list. These major reading novels may also be used in conjunction with other units of study.

Night

Touching Spirit Bear

Flowers for Algernon

Wait Till Helen Comes

The Outsiders

Among the Hidden

Rock and the River

Tears of a Tiger

The Cay

A Monster Calls

Forged by Fire

Schooled

Hush

Esperanza Rising

Slam

7 Habits of Highly Effective Teens

The Tale of Two Cities

Warrior for Peace MLK

Harry Potter the Sorcerer's Stone

Gifted Hands

The Giver

The Pearl

Anne Frank Play in the book

Wednesday Wars

The Call of the Wild

Students will also read various pieces of reading on their own through the use of Accelerated Reader. Additional works from the textbook will be selected by the teacher to meet the pacing standard noted.

8th Grade Reading Analysis
Poetry
Standards 8.4 a, 8.5 a-m
Time Frame: 4th Quarter Weeks 28-30

The students will read various types of poetry that will be read and analyzed over the course of the allotted time. Students will also understand poetic terminology and how to apply it to what they are reading. Students will also focus on while locating various poetic terminology and figurative language within various pieces of poetry.

<u>Essential Understandings</u>	<u>Application</u>
<p>Understand & Evaluate Figurative Language & Poetic Terms</p> <ul style="list-style-type: none">· <i>Simile</i>· <i>Metaphor</i>· <i>Personification</i>· <i>Hyperbole</i>· <i>Symbol</i>· <i>Alliteration</i>· <i>Assonance</i>· <i>Onomatopoeia</i>· <i>Rhyme</i>· <i>Rhythm</i>· <i>Meter</i>· <i>Repetition</i> <p>Identify Poetic Forms:</p> <ul style="list-style-type: none">· <i>Haiku</i>· <i>Limerick</i>· <i>Ballad</i>· <i>Free Verse</i>· <i>Couplet</i>· <i>Quatrain</i>	<ul style="list-style-type: none">- Reading various pieces of poetry from various reading sources and from Unit 5 in the English 8 literature book.- Use graphic organizers to analyze elements of poetry- Participate in literary discussions with the focus on poetry- Write a variety of different poems.

8th Grade Reading Analysis
Fiction
Standards 8.4-8.5
Time Frame: Ongoing throughout the year

The students will read various types of fiction that will be read and analyzed over the course of the allotted time. Students will understand figurative language and the elements of a story. Students will analyze various pieces of literature and learn how to identify the main idea, summarize, identify organizational patterns and external clues, and use prior background knowledge as a context for new learning.

Topic	Explanation	Application
Figurative Language & Literary Terminology & Devices	Literary Terms, Devices, & Figurative Language <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Hyperbole • Symbol/Symbolism • Tone • Theme • Mood • Voice • Flashback • Foreshadowing • Irony 	<ul style="list-style-type: none"> - Read various pieces of literature individually, in groups, or as class and identify terminology either in a discussion, short answer, or multiple choice.
Compare/Contrast	Characteristics in literary forms <ul style="list-style-type: none"> - Novel - Short story - Biography - Essay - Speech - Poetry - Memoir 	<ul style="list-style-type: none"> - Read various pieces of writing forms - Discuss the differences in a group discussion and takes notes using a Venn Diagram - Use of textbook and other forms of writing/print.
Characterization & Conflicts	P.O.V. <ul style="list-style-type: none"> - 1st Person - 2nd Person - 3rd Person <ul style="list-style-type: none"> - Omniscient - Limited - Objective Conflicts	<ul style="list-style-type: none"> - Read various pieces of literature individually, in groups, or as class.

	<ul style="list-style-type: none"> - Internal vs. External - Character vs. Nature - Character vs. Character - Character vs. Society - Character vs. Supernatural - Character vs. Technology - Character vs. Self 	
Reading Strategies	<p>Reading Strategies</p> <ul style="list-style-type: none"> - Text Annotation - QAR - Thinking Out Loud - Make Inferences - Draw Conclusions - Cause and Effect Relationships - Connections - Etc. 	<ul style="list-style-type: none"> - Students will practice applying various reading strategies to reading content in whole group reading, partner reading, and individual reading. - Students will present explanation of reading strategy in discussions, short answers, etc.