

Grade 8 ELA Pacing Guide (2009-2010)
Writing Genre Focus: Narrative, Short Story, Autobiographical Incident (W2.1)

Standards		Focus Areas	Suggested Materials
W2.1	Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative/descriptive strategies (e.g., relevant dialogue, specific action, physical/background description, comparison or contrast of characters).	Clear incident Significance Narrative and Descriptive Strategies	LoL 174-178, 310-314, 614-618 Writing Handbook R 33-44, R 67-69
W1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	Controlling impression	LoL 174-178, 310-314, 614-618, Writing Handbook R64-69
W1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Transitions	LoL 174-178, R38, Writing Handbook R46-48
W1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Anecdote Comparisons	LoL 174-178, 310-314, 617 Writing Handbook R36-55
W1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Point of View	LoL 178, 314, Writing Handbook R33-34
R1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Informal language/Slang, Analogies	Building Vocabulary LoL 83/Vocabulary Handbook R26 "A Mother in Mannville" 59 "The Ransom of Red Chief" 69 "The Treasure of Lemon Brown" 334 "Summer of...Beautiful White Horse" 839
R1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Restatement, Example, Synonyms	Building Vocabulary LoL 301, 604 Vocabulary Handbook R20, R24 "Stop the Sun" 48 "A Mother in Mannville" 59 "The Ransom of Red Chief" 69 "Rules of the Game" 348 "Block Party" 830
R2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Fact and Opinion	LoL 829, R13, R129 "Block Party" 830
R3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.	Reading Fiction	LoL S2-S27,17-29, R2

Standards		Focus Areas	Suggested Materials
R3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Structural elements of plot, Cause and Effect Conflict (internal/external)	LoL page R125 "Raymond's Run" 32 "Rules of the Game" 348 "A Mother in Mannville" 59
R3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Character Motivation (Main and minor characters; revealing theme) Static and Dynamic	LoL 22, 29, 329-331, R133 "Rules of the Game" 348 "Stop the Sun" 48 "A Mother in Mannville" 59 "The Ransom of Red Chief" 69 "The Treasure of Lemon Brown" 334 "Summer of...Beautiful White Horse" 839 "The Treasure of Lemon Brown" 334
R3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Relevance of setting to mood/tone of story	LoL 329, 332 "Rules of the Game" 348 "A Mother in Mannville" 59 "The Treasure of Lemon Brown" 334
R3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Identify and analyze theme/recurring themes	LoL 827-828 "Stop the Sun" 48 "Block Party" 830 "A Mother in Mannville" 59 "Summer of...Beautiful White Horse" 839
R3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	irony	"The Ransom of Red Chief" 69
R3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Influence of author's background	"Block Party" 830

Quarter 2
Writing Genre Focus: Response to Literature (W2.2)

Standards		Focus Areas	Suggested Materials
W2.1	Write responses to literature: a. Exhibit careful reading and insight in their interpretations. b. Connect the student's own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge.	Insight, interpretation, text references, inference, supporting evidence, conclusions	LoL R32-R40, 94-98, 310-314, 536-540, 694-698
W1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	Conclusions	LoL 97, 536-540, R39, R46-48
W1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Transitions, Parallel structures	LoL 174-178, R38, R46-48, 850, R91
W1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Thesis, Paraphrase, Quotations	LoL 94-98, 536-540, R37, R53
W1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Word choice, transitions between paragraphs	LoL 669, R38
R1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Synonyms, Analogies	Building Vocabulary LoL 534-535, 604 Vocabulary Handbook R26 "The Diary of Anne Frank" 446
R1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Comparison or contrast, Example, Inference, Specialized Vocabulary	Building Vocabulary LoL 143, 301 Vocabulary Handbook R20, R26 "The Great Rat Hunt" 106 "Flying" 118 "Mr. Misenheimer's Garden" 202
R2.0	Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	Understand and appreciate on-fiction, Identify the purpose of different types of nonfiction text	LoL 101-105, R2 "The Great Rat Hunt" 106 "Flying" 118 "Mr. Misenheimer's Garden" 202 "The Diary of Anne Frank" 446
R2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Main idea, author's purpose, scope and organization	LoL 105, 115, R6, R125, R132 "The Great Rat Hunt" 106 "Flying" 118 "The Diary of Anne Frank" 446

Standards		Focus Areas	Suggested Materials
R2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Unity and coherence, structural patterns	"The Great Rat Hunt" 106 "Mr. Misenheimer's Garden" 202
R3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.	Historically significant work, Drama	LoL 259-262, 444-445, 513-532, R128 "The Diary of Anne Frank" 446
R3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Structural elements of plot, Flashback, Story mapping	LoL 439-443, R129, R138 "The Diary of Anne Frank" 446
R3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Essay style	LoL 103, R128 "Mr. Misenheimer's Garden" 202
R3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Heritage, traditions, beliefs	"The Great Rat Hunt" 106 "Flying" 118 "The Diary of Anne Frank" 446

Quarter 3
Writing Genre Focus: Research/Persuasion (W2.3, W2.4)

Standards		Focus Areas	Suggested Materials
W2.3	Write research reports: e. Define a thesis. f. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. g. Use a variety of primary and secondary sources and distinguish the nature and value of each. h. Organize and display information on charts, maps, and graphs.	Thesis, Note taking, Direct quotes, Paraphrasing, Summary, primary and secondary sources	LoL 818-824, R 2-10, 51-55, 64-65, 104-106, 109-111, 113-121, Standards Manager pg. 64-69
W2.4	Write persuasive compositions: a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.	Thesis, Supporting evidence, Argument, Details, Effective technique	LoL 374-389, 890-894, R 11-14, 104-106, 109-110 Standards Manager pg. 70-75
W1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	Create a composition, Controlling impression, Coherent thesis	LoL 374-389, 818-824, 890-894, R 32-40, 49-55, 64-65, 104-106, 109-111, 113-121
W1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Coherence within and among paragraphs,	LoL 374-389, 818-824, 890-894, R 32-40, 49-55, 64-65, 104-106, 109-111, 113-121
W1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	Support thesis and conclusion with analogies, Paraphrase, Quotes	LoL 374-389, 818-824, 890-894, R 32-40, 49-55, 64-65, 104-106, 109-111, 113-121
W1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Revision, Word choice	LoL 824, R33-34, R 32-40, 49-55, 64-65, 104-106, 109-111, 113-121
R1.0	Students use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary/to understand precise meaning of grade-level-appropriate words.	Dictionary use	LoL 83,, 563, 783, 884 "The Story of an Eyewitness" 159
R1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Synonyms, Analogies	Building Vocabulary 534-535, 604, 669 Vocabulary Handbook R26 "The King of Mazy May" 148-158 "Grandmothers" 408-415 "The Hitchhiker" 654-668

Standards		Focus Areas	Suggested Materials
R1.2	Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	Suffixes, Word Origins	Building Vocabulary LoL394 Vocabulary Handbook R21-23 "The Tell-Tale Heart" 624-635 "The Monkey's Paw" 680-692
R1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Figurative Language	Building Vocabulary LoL 249 Vocabulary Handbook R20 "The King of Mazy May" 148-158
R2.0	Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	Understand and appreciate feature story, primary source and newspaper articles	LoL 104, 159, 166, 167, 634-67, R134 "The Story of an Eyewitness" 159 "Letter to the Publisher" 168-169
R2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	Main idea, Order of Events	LoL R126 "The Story of an Eyewitness" 159 "Letter to the Publisher" 168-169 "Grandmothers" 408-415
R2.7	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	Structural patterns, Fact and Opinion	"The Story of an Eyewitness" 159 "Grandmothers" 408-415
R3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.	Historically significant work, Short Story, Drama	LoL R128, R135, R137 Author Study: Jack London 144-171 "The King of Mazy May" 148-158 "The Tell-Tale Heart" 624-637 "The Hitchhiker" 654-66
R3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	Purposes and characteristics of different forms of poetry	LoL 187-191, R134 "Mother...Son"/"Speech...Young" 192-196 "Charge of the Light Brigade" 197-201 "Fear" / "Identity" 267-313 "The Ballad of the Harp-Weaver" 647-653 "Legacies / the drum / Choices" 417-421 "A Journey" / "Knoxville..." 422-425
R3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Structural elements of plot, Rising action, Climax, Falling action, complications, Foreshadowing	LoL 439-443, Glossary R124-140 "Charge of the Light Brigade" 197-201 "The Ballad of the Harp-Weaver" 647-653 "The Hitchhiker" 654-668 "The Monkey's Paw" 680-692

Standards		Focus Areas	Suggested Materials
R3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Characterization, antagonist/protagonist, motivation and reactions	LoL 32-331, Glossary R124-140 "The King of Mazy May" 148-158 "Grandmothers" 408-415 "Mother...Son"/"Speech ...Young" 192-196 "The Monkey's Paw" 680-692
R3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	Mood and Tone	LoL 621-623, Glossary R124-140 "The King of Mazy May" 148-158 "The Tell-Tale Heart" 624-637 "The Hitchhiker" 654-668 "The Monkey's Paw" 680-692
R3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Recurring themes	LoL R139 Author Study: Jack London 144-170 Author Study; Nikki Giovanni 404-431
R3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Vivid Language, Voice, Repetition, Rhythm, Symbol, Horror, Suspense	LoL 168, 428, 621-623, Gloss. R124-140 "The King of Mazy May" 148-158 "The Story of an Eyewitness" 159 "Mother...Son"/"Speech...Young" 192-196 "Charge of the Light Brigade" 197-201 "Fear" / "Identity" 267-313 "Legacies / the drum / Choices" 417-421 "A Journey" / "Knoxville, Tenn" 422-425 "Grandmothers" 408-415 "The Tell-Tale Heart" 624-637 "The Ballad of the Harp-Weaver" 647-653 "The Monkey's Paw" 680-692
R3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Heritage, Background, Traditions, Beliefs	Author Study: Jack London 144-170 Author Study; Nikki Giovanni 404-431 "The King of Mazy May" 148-158 "The Story of an Eyewitness" 159 "Grandmothers" 408-415 "Icing on the Cake" 426-427

Quarter 4

Writing Genre Focus: Career Development Documents and Technical Documents (W2.5, W2.6)

Standards		Focus Areas	Suggested Materials
W2.5	Write documents related to career development, including simple business letters and job applications: <ol style="list-style-type: none"> a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). 	Job applications, business letters, resumes	LoL TE 388 Student text- 386-389 R 58-63, R117-118 Standards Manager pg. 76-81
W2.6	Write technical documents: <ol style="list-style-type: none"> a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. 	Sequences of events/activities, read directions, identify and use formatting tools	LoL 363-366, 573, 692, R 56-57 Standards Manager pg. 76-81
W1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	Effective transitions	LoL R 38
W1.6	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	Revision	LoL 98, 178,256, 314, 436, 540, 618, 698, 824, R33-34
R1.1	Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	Synonyms, Figurative language, Antonyms	Building Vocabulary 249 "Roughing It" 794-803 "A Fable" 804-810 "The Bet" 285-95 (IAR 285) "Lady or the Tiger" 592-603 (IAR 603)
R1.3	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	Context clues, multiple meanings	Vocabulary Handbook R20 "Roughing It" 794-803 "A Fable" 804-810
R2.0	Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.	Use headings, read for information, interview	"I've Been Rooked" 363-366 "Careers that Care" 386-389 "The Enormous Crocodile" 571-573
R2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	Read legends	"I've Been Rooked" 363-366
R2.5	Understand and explain the use of a complex mechanical device by following technical directions.	Read/understand recipes, Follow complex directions, progression of ideas, Use graphics	"I've Been Rooked" 363-366 "The Enormous Crocodile" 571-573 "Mark Twain's Comedy Knight" 811-813

Standards		Focus Areas	Suggested Materials
R2.6	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	Locate and recall information, Use information to explain	"I've Been Rooked" 363-366 "Careers that Care" 386-389 "The Enormous Crocodile" 571-573 "Mark Twain's Comedy Knight" 811-813
R3.0	Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.	Short Story	LoL 670-671 Author Study: Mark Twain 790-817 "The Bet" 285-95 (IAR 285) "Lady or the Tiger" 592-603 (IAR 603)
R3.2	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	Flashback, Sequence, Complications, Climax, Surprise end	"The Bet" 285-95 (IAR 285) "Lady or the Tiger" 592-603 (IAR 603)
R3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	Character motivation	"Lady or the Tiger" 592-603 (IAR 603)
R3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	Theme	"The Bet" 285-95 (IAR 285)
R3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	Writer's style, Exaggeration, Humor, Satire, Irony	Author Study: Mark Twain 790-817 "Roughing It" 794-803 "A Fable" 804-810 "Mark Twain's Comedy Knight" 811-813
R3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	Heritage, Attitudes, Background, Traditions, Beliefs, Influence of personal life	Author Study: Mark Twain 790-817 "Roughing It" 794-803