The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson myPerspectives, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.
### Glendale Elementary School District’s
6-8 Balanced Literacy Framework (160 minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes a focus on vocabulary development through word study analysis, closely reading and annotating a text to develop meaning and comprehension, and transferring learning in whole and small group discussion as well as writing to build independent readers and writers.

<table>
<thead>
<tr>
<th>Word Study (15 Minutes)</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.</td>
<td>• Give specific and immediate feedback Explicitly and Systematically Model: • Decoding of multi-syllable words • Syllable Rules and Patterns • Morphology • Root words and affixes • Model how to determine the meaning of unknown words or phrases by choosing from a variety of strategies • Model how to use root words to determine meaning or word, including individual word parts</td>
<td>• Read and write words using knowledge of phonograms and spelling patterns • Identify, sort, divide, and read multi-syllable words • Determine the meaning of unknown words and phrases using knowledge of root words and word parts • Apply knowledge of affixes (Greek, Latin, etc.) in order to determine meaning of unknown words</td>
<td>• Pearson myPerspectives • 95% Group • Vocab Surge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole Group Instruction/Launch Lesson (20-50 Minutes)</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning.</td>
<td>• Expose students to text above grade level • Model close reading and annotation of text as well as comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words • Analyze text for complexity in order to provide scaffolds • Model how to support ideas, thoughts, and perspectives using textual evidence</td>
<td>• Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read a wide variety of text types and formats • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts • Analyze a selection of text from multiple perspectives in order to participate in whole and small group discussions</td>
<td>• Pearson myPerspectives • Appendix B • Essential Literature • E-Books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group Instruction (20-50 Minutes)</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Small group instruction provides opportunities for student to participate in collaborative conversations centered on a common text or multiple texts in order to analyze a text further and incorporate different perspectives.</td>
<td>• Expose students to a variety of genres, including different types and formats • Model, guide, and reinforce good reading behaviors and strategies • Facilitate, scaffold, and/or guide small group discussions • Prompt and reinforce reading behaviors, strategies, and collaborative discussion techniques • Monitor and observe small group discussion, including taking anecdotal notes</td>
<td>• Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text in small group discussions • Come to group discussion prepared by previously closely reading and annotating the text as well as developing open ended questions • Extend application of skills and strategies during independent reading • Select appropriate text to extend learning of topic or interest</td>
<td>• Pearson myPerspectives • 95% Group • Bookroom • Scholastic Reading Inventory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing (45 Minutes)</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
<th>Resources Utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Writing instruction explicitly teaches the writing process, including specific writing strategies to strengthen writing specific to each genre.</td>
<td>• Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence (following MLA)</td>
<td>• Connect reading textual analysis through writing using text evidence that include direct quotes or paraphrasing adhering to MLA • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing with small group and whole class presentations • Participate in writing conferences and set goals to monitor learning</td>
<td>• Thinking Maps • Write from the Beginning • Pearson myPerspectives</td>
</tr>
</tbody>
</table>
## Year Long Standards

### Range of Reading and Level of Text Complexity

**8.RL.10** By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measure appropriate to grade 8. (Lexile Range 925-1185).

**8.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8. (Lexile Range 925-1185).

### Range of Writing:

**8.W.10** 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.

### Reading Standards for Literature

<table>
<thead>
<tr>
<th>Standard</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2 &amp; Unit 3 (WC)</td>
<td>Unit 3 (SG) &amp; Unit 4</td>
<td>Unit 5</td>
</tr>
<tr>
<td><strong>8.RL.1</strong></td>
<td><em>Medicine Bag (WG)</em></td>
<td><em>The Diary of Anne Frank Act I (WC)</em></td>
<td><em>Flowers for Algernon (WC)</em></td>
<td><em>Uncle Marcos (WC)</em></td>
</tr>
<tr>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td><em>You are the Electric Boogaloo (SG)</em></td>
<td><em>Evaluate to determine evidence that strongly supports the explicit key details.</em></td>
<td><em>Evaluate to determine evidence that strongly supports the explicit key details.</em></td>
<td><em>Evaluate to determine evidence that strongly supports the explicit key details.</em></td>
</tr>
<tr>
<td><em>Connects to 8.W.9</em></td>
<td><em>Just be Yourself (SG)</em></td>
<td><em>Cite evidence used to strongly support explicit key details.</em></td>
<td><em>Cite evidence used to strongly support explicit key details.</em></td>
<td><em>Cite evidence used to strongly support explicit key details.</em></td>
</tr>
<tr>
<td>6-8:51-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</td>
<td><em>Hanging Fire (SG)</em></td>
<td><em>Evaluate to determine evidence that strongly supports the inference.</em></td>
<td><em>Evaluate to determine evidence that strongly supports the inference.</em></td>
<td><em>Evaluate to determine evidence that strongly supports the inference.</em></td>
</tr>
<tr>
<td><em>Translating Grandfather’s House (SG)</em></td>
<td><em>The Setting Sun and the Rolling World (SG)</em></td>
<td><em>Cite evidence used to make inferences from the text.</em></td>
<td><em>Cite evidence used to make inferences from the text.</em></td>
<td><em>Cite evidence used to make inferences from the text.</em></td>
</tr>
<tr>
<td><em>Translating Grandfather’s House (SG)</em></td>
<td><em>The Diary of Anne Frank Act I (WC)</em></td>
<td><em>Evaluate to determine evidence that strongly supports the explicit key details.</em></td>
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<td><em>Evaluate to determine evidence that strongly supports the explicit key details.</em></td>
</tr>
<tr>
<td><em>Evaluates to determine evidence that strongly supports the inference.</em></td>
<td><em>Cite evidence used to make inferences from the text.</em></td>
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<td><em>Cite evidence used to make inferences from the text.</em></td>
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</tbody>
</table>

### Range of Reading Staircase to Complexity

6th-8th Grade Lexile Range: 925-1185

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.*
<table>
<thead>
<tr>
<th>Connects to 8.W.9</th>
<th>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</th>
<th>8.RL.4 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</td>
<td>The Diary of Anne Frank Act 1 (WC) Analyze how lines of dialogue reveal aspects of a character.</td>
<td>Medicine Bag (WC) Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>6-8.S1-I-2: summarize a text including specific details and information.</td>
<td>The Diary of Anne Frank Act 1I (WC) Analyze how lines of dialogue propel an action.</td>
<td>You are the Electric Boogaloo (SG) Just be Yourself (SG) Hanging Fire (SG) Translating Grandfather’s House (SG)</td>
</tr>
<tr>
<td>The Invention of Everything Else (SC) Analyze how lines of dialogue and incidents provoke decisions.</td>
<td>Translating Grandfather’s House (SG) Analyze how lines of dialogue and incidents provoke decisions.</td>
<td></td>
</tr>
<tr>
<td>Provide an objective summary that includes the theme or central idea.</td>
<td>Analyze how lines of dialogue and incidents reveal a character.</td>
<td>Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>Analyze the relationship between the theme and literary elements.</td>
<td>Analyze how lines of dialogue and incidents reveal aspects of a character.</td>
<td>Determine the figurative and connotative meanings of words and phrases as they are used in text.</td>
</tr>
<tr>
<td>Analyze how character, setting, or plot contributes to a theme or central idea’s development.</td>
<td>Analyze how lines of dialogue affect a character’s motivations.</td>
<td>Analyze the impact of word choices and phrases on meaning and tone.</td>
</tr>
<tr>
<td>Flowers for Algernon (WC) Analyze how lines of dialogue and incidents propel an action.</td>
<td>Analyze how lines of dialogue and incidents provoke decisions.</td>
<td>The Invention of Everything Else (SC) Determine the meaning of words and phrases as they are used in a text.</td>
</tr>
<tr>
<td>8th Grade ELA Pacing Guide</td>
<td>Glendale Elementary School District</td>
<td>2020-2021</td>
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<tr>
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</tbody>
</table>

| 8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6-8:51-1-3: compare and contrast specific details and information from two or more text types. | **Hanging Fire (SG)**  **Translating Grandfather’s House (SG)**  ○ Identify structural elements of two or more texts.  ○ Compare and contrast the structure of two literary texts. | **Flowers for Algernon Script (WC)**  **Retort/The People, Yes (SG)**  ○ Identify structural elements of two or more texts.  ○ Compare and contrast the structure of two literary texts.  ○ Analyze how the structure of each text contributes to its meaning.  ○ Analyze how the structure of each text creates differences or similarities in the texts’ meanings. |

| 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | **The Setting Sun and the Rolling World (SG)**  ○ Identify evidence the author uses to support his/her characters’ viewpoints/purposes.  ○ Identify conflicting evidence or viewpoints presented in a given text. | **The Diary of Anne Frank Act 1 (WC)**  ○ Identify conflicting evidence or points of view presented in a given text.  ○ Analyze techniques the author uses to create dramatic irony.  **Flowers for Algernon (WC)**  ○ Analyze techniques the author uses to respond to conflicting evidence.  ○ Compare and contrast the author’s evidence and/or viewpoints presented in a given text.  ○ Analyze how point of view provides clues to the story’s theme. |

| 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 6-8:51-1-4: explain how structure, text type, and other elements impacts the central idea or theme. | **The Diary of Anne Frank Act 11 (WC)**  ○ Compare and contrast the text of a drama and the live production.  ○ Explain choices actors and directors make.  ○ Evaluate the outcome/impact of choices by directors and actors.  ○ Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production. | **Flowers for Algernon Script (WC)**  ○ Compare and contrast the text of a drama and the live production.  ○ Explain choices actors and directors make.  ○ Evaluate the outcome/impact of choices by directors and actors.  ○ Analyze the faithfulness or departure between the text of the story or drama and the live or filmed production. |

<p>| 8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character | | <strong>Uncle Marcos (WC)</strong>  ○ Identify patterns of events.  ○ Compare and contrast |</p>
<table>
<thead>
<tr>
<th>Reading Standards for Informational Text</th>
<th>Text</th>
<th>Blue Nines and Red Words (SG)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</em></td>
<td><em>Anne Frank: The Diary of a Young Girl (SG)</em></td>
<td><em>o Identify the ideas that support the central ideas of a text.</em></td>
</tr>
<tr>
<td>Connected to <em>8.W.9</em></td>
<td><em>Acceptance Speech for the Noble Peace Prize (SG)</em></td>
<td><em>o Determine the relationship between the central ideas and supporting ideas.</em></td>
</tr>
<tr>
<td>6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</td>
<td><em>Barrington Irving, Pilot and Educator (WC)</em></td>
<td><em>o Summarize the text objectively, including details and their relationship to the central idea(s).</em></td>
</tr>
<tr>
<td></td>
<td><em>Ban the Ban! Soda's a Problem but...(WC)</em></td>
<td><em>o Analyze the development of the central idea over the course of the text.</em></td>
</tr>
<tr>
<td></td>
<td>o Evaluate to determine details that strongly support what is explicitly stated.</td>
<td><em>o Summarize the text objectively, showing the development of the central idea.</em></td>
</tr>
<tr>
<td></td>
<td>o Cite evidence that strongly supports the explicit key details.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Evaluate to determine details that strongly support what is inferred.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Cite evidence that strongly supports the inference.</td>
<td></td>
</tr>
<tr>
<td><em>8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</em></td>
<td><em>Anne Frank: The Diary of a Young Girl (SG)</em></td>
<td><em>o Identify the ideas that support the central ideas of a text.</em></td>
</tr>
<tr>
<td>Connected to <em>8.W.9</em></td>
<td>o Identify the ideas that support the central idea of a text.</td>
<td><em>o Determine the relationship between the central ideas and supporting ideas.</em></td>
</tr>
<tr>
<td>6-8:S1-I-1: determine two or more central ideas or themes and explain how they are supported by using several pieces of text evidence.</td>
<td>o Determine the relationship between the central ideas and supporting ideas.</td>
<td><em>o Summarize the text objectively, including details and their relationship to the central idea(s).</em></td>
</tr>
<tr>
<td>6-8:S1-I-2: summarize a text including specific details and information.</td>
<td>o Summarize the text objectively, showing the development of the central idea.*</td>
<td><em>o Analyze the development of the central idea over the course of the text.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>o Summarize the text objectively, showing the development of the central idea.</em></td>
</tr>
</tbody>
</table>
| 8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | ideas over the course of the text. | Blue Nines and Red Words (SG)  
- Compare how individuals, ideas, and events are connected.  
- Contrast the distinctions between individuals, ideas, and events.  
- Explain techniques the author uses to connect and distinguish between people, ideas, and events (compare and contrast, analogies, categorization).  
- Connects to 8.W.9  
| Barrington Irving, Pilot and Educator (WC)  
- Analyze how the author distinguishes between the personalities of various individuals in the text. | To Fly (WC)  
- Nikola Tesla: The Greatest Invention of All?(507,500),(961,898)
- Acceptance Speech for the Nobel Peace Prize (SG)  
- Words Do Not Pay (SG)  
- Follow the Rabbit-Proof Fence (SG)  
- Words Do Not Pay (SG)  
- You Are the Electric Boogaloo/Just Be Yourself (SG)  
- Anne Frank: The Diary of a Young Girl (SG)  
- You Are the Electric Boogaloo/Just Be Yourself (SG)  
- Anne Frank: The Diary of a Young Girl (SG)  
- Acceptance Speech for the Nobel Peace Prize (SG) | 
| 8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  
6-8.S2-1: determine the meaning of less-frequently occurring words and phrases and content specific words.  
6-8.S2-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.  
6-8.S2-1: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words. | 
| You Are the Electric Boogaloo/Just Be Yourself (SG)  
- Determine the meaning of words and phrases as they are used in text.  
- Determine the meaning of figurative, connotative, and technical words as they are used in text.  
- Analyze the impact of word choice on meaning and tone. | 
| Anne Frank: The Diary of a Young Girl (SG)  
- Determine the meaning of words and phrases as they are used in text.  
- Determine the meaning of figurative, connotative, and technical words as they are used in text.  
- Analyze the impact of word choice on meaning, tone, and style. | 
| To Fly (WC)  
- Determine the meaning of words and phrases as they are used in text.  
- Determine the meaning of figurative, connotative, and technical words as they are used in text.  
- Analyze the impact of word choice on meaning and tone.  
- Identify words and phrases that include analogies and allusions to other text as they are used in text.  
- Analyze the impact of analogies and allusions to the meaning and tone of other text. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Text Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.RI.5</td>
<td>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.&lt;br&gt;6-8.S1-I-3: compare and contrast specific details and information from two or more text types.</td>
</tr>
</tbody>
</table>
| | Anne Frank: The Diary of a Young Girl (SG)  
| | o Identify the structure of a paragraph in an informational text.  
| | o Analyze the specific sentences in developing a paragraph. |
| | Follow the Rabbit-Proof Fence (SG)  
| | o Identify the structure of a paragraph in an informational text.  
| | o Analyze the role that a particular sentence plays in developing and refining the key concept. |
| | To Fly (WC)  
| | Nikola Tesla: The Greatest Invention of All? (SG)  
| | o Identify the structure of a paragraph in an informational text.  
| | o Analyze the role that a particular sentence plays in developing and refining the key concept. |
| 8.RI.6 | Determine an author’s point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  
| | Connects to 8.SL.3  
| | Connects to 8.W.9 |
| | Acceptance Speech for the Nobel Peace Prize (SG)  
| | o Identify evidence the author uses to support his/her view point or purpose.  
| | o Determine the author’s point of view or purpose in a text.  
| | o Identify conflicting evidence or viewpoints presented in a given text.  
| | o Analyze the technique the author uses to respond to conflicting evidence.  
| | o Support analysis of evidence with examples. |
| | Three Cheers for the Nanny State (WC)  
| | o Determine the author’s argument in a text.  
| | o Identify evidence the author uses to support his/her argument.  
| | o Support analysis of evidence with examples. |
| | Follow the Rabbit-Proof Fence (SG)  
| | Blue Nines and Red Words (SG)  
| | o Identify evidence the author uses to support his/her view point or purpose.  
| | o Determine the author’s point of view or purpose in a text. |
| | 25 Years Later, Hubble Sees Beyond Troubled Start (SG)  
| | o Analyze the diction the author uses in conveying his/her purpose with evidence from the text.  
| | o Analyze the tone the author uses in conveying his/her purpose with evidence from the text.  
| | o Identify the author’s purpose. |
| 8.RI.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  
| | 6-8.S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme. |
| | The Medicine Bag/Apache Girl’s Rite of Passage (WC)  
| | o Evaluate the advantages and disadvantages of using different media formats (Video and text) to present a topic. |
| | The Diary of Anne Frank/Frank Family and World War II Timeline (WC)  
| | o Evaluate a variety of media to present a topic or idea (drama and timeline). |
| | The Theory of Multiple Intelligences Infographic (SG)  
<p>| | o Evaluate a variety of media to present a topic or idea (memoir and infographic). |</p>
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>8th Grade ELA Pacing Guide Glendale Elementary School District 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.RI.8</td>
<td>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.</td>
<td>Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
</tr>
<tr>
<td>8.RI.9</td>
<td>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.</td>
<td>Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
</tr>
<tr>
<td>8.W.1</td>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
</tr>
<tr>
<td>8.W.1a</td>
<td>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
<td>Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC)</td>
</tr>
</tbody>
</table>

- Connects to 8.SL.3
- Connects to 8.W.9
- 6-8:S8-1:2: determine whether the evidence is sufficient to support the claims.

- Connects to 8.SL.3
- Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC)
- Delineate relevant/irrelevant evidence in informational text.
- Delineate sufficient/insufficient evidence in informational text.
- Delineate sound/unsound evidence in informational text.
- Determine and/or evaluate an explicit argument or claim in the text.

- Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC)
- Analyze two or more texts for conflicting information as to how the texts disagree in facts or interpretation.
- Contrast the ways in which the authors provide information, use facts, or interpret details.

- Writing Standards

| 8.RI.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) |
| 8.RI.9 | Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | Three Cheers for the Nanny State (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) |
| 8.W.1 | Write arguments to support claims with clear reasons and relevant evidence. | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) |
| 8.W.1a | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but... (WC) |
| (WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240) 6-8:S4-I-1: construct a claim about a topic or text. | o Clearly introduce claim. | o Logically organize reasons. |
| 8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253) 6-8:S4-I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. | Barrington Irving, Pilot and Educator (WC) Ban the Ban! Soda’s a Problem but…(WC) Performance Task Unit 3 (WC) o Support claim with logically organized evidence. | Uncle Marcos (WC) To Fly (WC) Performance Task Unit 5 (WC) o Use quotations and examples from the text to support claim. |
| 8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261) 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section. | Ban the Ban! Soda’s a Problem but…(WC) o Write clearly to connect claims, reasons and evidence. | Uncle Marcos (WC) |
| 8.W.1d Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266) | Performance Task Unit 3 (WC) o Use a formal style to create and maintain an earnest and serious tone and attitude. | To Fly (WC) |
| 8.W.1e Provide a concluding statement or section that follows | Barrington Irving, Pilot and Educator (WC) | o Provide a strong closing |
from and supports the argument presented.  
(WFTB Expository Strategy #6 Pgs. 241-244)

| 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
6-8.S3-I-3: compose informational texts that include details and examples to develop a topic. |
| --- |
| Medicine Bag (WC)  
Apache Girl’s Rite of Passage (WC)  
The Setting Sun and the Rolling World (SG)  
The Diary of Anne Frank Act II (WC)  
Maus (SG)  
Performance Task Unit 2 (WC)  
Performance Task Unit 4 (WC)  
Performance Task Unit 5 (WC)  
The Invention of Everything Else (SC) |
| o Restate claim in a different way to conclude argument.  
o Provide a concluding statement or section that briefly summarizes or extends your argument.  
o Write a compare-and-contrast essay analyzing two texts.  
o Write a drama review.  
Frank Family and World War II Timeline (WC)  
Maus (SG)  
Performance Task Unit 2 (WC)  
Write an informative report using research.  
Write an informational report drawing from historical perspectives.  
Write a compare/contrast essay considering how two types of media present similar material in different ways.  
Performance Task Unit 2 (WC)  
Write an explanatory essay drawing from historical perspectives.  
Maus (SG)  
Write an informative report using research.  
Write an informative speech providing facts and details about a topic.  
Write a research report (historical/biographical).  
Flowers for Algernon Script (WC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
Blue Nines and Red Words (SG)  
Words Do Not Pay (SG)  
Performance Task Unit 2 (WC) |

| 8.W.2a 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.  
(WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253) |
| --- |
| The Medicine Bag (WC)  
Apache Girl’s Rite of Passage (WC)  
The Setting Sun and the Rolling World (SG)  
Frank Family and World War II Timeline (WC)  
Maus (SG)  
Performance Task Unit 2 (WC) |
| o Organize ideas, concepts, and information using appropriate structure.  
o Clearly state a central idea to preview what follows.  
o Write a compare-and-contrast essay.  
Maus (SG)  
Performance Task Unit 2 (WC)  
Write an informative report using research.  
Words Do Not Pay (SG)  
Performance Task Unit 4 (WC)  
Organize ideas, concepts, and information using appropriate structure.  
Performance Task Unit 2 (WC) |
| o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.  
o Organize ideas, concepts, and information using appropriate structure.  
O Present information logically and systematically.  
O Organize ideas, concepts, and information using appropriate structure.  
O Clearly state a central idea to preview what follows.  
Maus (SG)  
The Diary of Anne Frank Act II (WC)  
Frank Family and World War II Timeline (WC)  
Blue Nines and Red Words (SG)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC)  
Words Do Not Pay (SG) |

<table>
<thead>
<tr>
<th>8.W.2b Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</th>
</tr>
</thead>
</table>
| The Setting Sun and the Rolling World (SG)  
The Diary of Anne Frank Act II (WC)  
Maus (SG)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC) |
| o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.  
o Organize ideas, concepts, and information using appropriate structure.  
o Present information logically and systematically.  
Maus (SG)  
The Diary of Anne Frank Act II (WC)  
The Invention of Everything Else (SC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC)  
Words Do Not Pay (SG) |

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| 8.W.2c Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
(WFTB Expository Strategy #6 Pgs. 241-244)  
6-8.S3-I-3: compose informational texts that include details and examples to develop a topic. |
| --- |
| The Invention of Everything Else (SC)  
Maus (SG)  
Performance Task Unit 4 (WC) |
| o Restate claim in a different way to conclude argument.  
o Provide a concluding statement or section that briefly summarizes or extends your argument.  
o Write a compare-and-contrast essay analyzing two texts.  
o Write a drama review.  
Frank Family and World War II Timeline (WC)  
Maus (SG)  
Performance Task Unit 2 (WC)  
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Flowers for Algernon Script (WC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
Blue Nines and Red Words (SG)  
Words Do Not Pay (SG)  
Performance Task Unit 2 (WC) |

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<tr>
<th>8.W.2d Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</th>
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</table>
| The Setting Sun and the Rolling World (SG)  
The Diary of Anne Frank Act II (WC)  
Maus (SG)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC) |
| o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.  
o Organize ideas, concepts, and information using appropriate structure.  
o Present information logically and systematically.  
Maus (SG)  
The Diary of Anne Frank Act II (WC)  
The Invention of Everything Else (SC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC)  
Words Do Not Pay (SG) |

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| 8.W.2e Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
(WFTB Expository Strategy #6 Pgs. 241-244)  
6-8.S3-I-3: compose informational texts that include details and examples to develop a topic. |
| --- |
| The Invention of Everything Else (SC)  
Maus (SG)  
Performance Task Unit 4 (WC) |
| o Restate claim in a different way to conclude argument.  
o Provide a concluding statement or section that briefly summarizes or extends your argument.  
o Write a compare-and-contrast essay analyzing two texts.  
o Write a drama review.  
Frank Family and World War II Timeline (WC)  
Maus (SG)  
Performance Task Unit 2 (WC)  
Write an informative report using research.  
Write an informational report drawing from historical perspectives.  
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Performance Task Unit 2 (WC)  
Write an explanatory essay drawing from historical perspectives.  
Maus (SG)  
Write an informative report using research.  
Write an informative speech providing facts and details about a topic.  
Write a research report (historical/biographical).  
Flowers for Algernon Script (WC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
Blue Nines and Red Words (SG)  
Words Do Not Pay (SG)  
Performance Task Unit 2 (WC) |

<table>
<thead>
<tr>
<th>8.W.2f Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</th>
</tr>
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</table>
| The Setting Sun and the Rolling World (SG)  
The Diary of Anne Frank Act II (WC)  
Maus (SG)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC) |
| o Develop the topic with well-chosen facts, definitions, quotations, or other information and examples.  
o Organize ideas, concepts, and information using appropriate structure.  
o Present information logically and systematically.  
Maus (SG)  
The Diary of Anne Frank Act II (WC)  
The Invention of Everything Else (SC)  
Flowers for Algernon Script (WC)  
Performance Task Unit 4 (WC)  
The Invention of Everything Else (SC)  
Words Do Not Pay (SG) |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Performance Task Unit 2 (WC)</th>
<th>Performance Task Unit 4 (WC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.W.2c</td>
<td>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (WFTB Expository Strategy #2 Pgs. 226-228) 6-8:S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8:S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</td>
<td></td>
</tr>
<tr>
<td>8.W.2d</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic. (WFTB Expository Strategy #7 Pgs. 245-251 &amp; Strategy #9 Pgs. 254-261) 6-8:S3-I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
</tr>
<tr>
<td>8.W.2e</td>
<td>Establish and maintain a formal style. (WFTB Expository Strategy #10 Pgs. 262-266)</td>
<td></td>
</tr>
<tr>
<td>8.W.2f</td>
<td>Provide a concluding statement or section that follows from and supports the information or explanation presented. (WFTB Expository Strategy #6 241-244)</td>
<td></td>
</tr>
</tbody>
</table>
| 8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical and Narrative Manual Pgs. 293-306) 6-8:S3-I-2: compose written Narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic. | Medicine Bag (WC)  
- Write a retelling of a story from a different character’s/narrator’s point of view.  
Performance Task Unit 1 (WC)  
- Write a nonfiction narrative. | Follow the Rabbit-Proof Fence (SG)  
- Write a fictional retelling of an excerpt from a story. |
| 8.W.3a 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. (WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy #6 Pgs. 209-211) | Medicine Bag (WC)  
- Write a retelling of a story from a different character’s/narrator’s point of view.  
Performance Task Unit 1 (WC)  
- Establish a context and point of view to introduce a narrator. | Follow the Rabbit-Proof Fence (SG)  
- Establish a context and point of view to introduce a narrator. |
| 8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-205, Strategy #8 Pgs. 216, & Strategy #9 Pgs. 217-218) | Medicine Bag (WC)  
- Develop the character’s experiences and events using details, thoughts, feelings, and insights.  
Performance Task Unit 1 (WC)  
- Use narrative techniques (dialogue, pacing, and description) to develop writing. | Follow the Rabbit-Proof Fence (SG)  
- Use narrative techniques (dialogue, pacing, and description) to develop writing. |
| 8.W.3c 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. (WFTB Narrative Strategy #3 Pgs. | Performance Task Unit 1 (WC)  
- Use transitional words and phrases to convey sequence. | |
<table>
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<tr>
<th>193-198)</th>
<th>6-8.S3-I-4: link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 6-8.S9-I-1: introduce and develop an information topic with facts and details and provide a concluding statement or section.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (WFTB Narrative Strategy #4 Pgs. 199-205 &amp; Strategy #5 Pgs. 206-208) 6-8.S3-I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td><strong>Medicine Bag (WC)</strong>  o Use descriptive details and sensory language to capture the action and convey experiences. <strong>Performance Task Unit 1 (WC)</strong>  o Identify vague words and replace with specific and precise words.</td>
<td><strong>Follow the Rabbit-Proof Fence (SG)</strong>  o Use descriptive details and sensory language to capture the action and convey experiences.</td>
<td></td>
</tr>
<tr>
<td>8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events. (WFTB Narrative Strategy #7 Pgs. 212-215)</td>
<td><strong>Medicine Bag (WC)</strong>  o Provide a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.W.4 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.) Information purposefully and follows a conventional format. 6-8.S9-I-2 recount a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect ideas, information, or events.</td>
<td>*Embedded in each mode of writing.</td>
<td>*Embedded in each mode of writing.</td>
<td>*Embedded in each mode of writing.</td>
</tr>
<tr>
<td>8.W.5 With some guidance and support from peers and adults,</td>
<td><strong>Performance Task Unit 1 (WC)</strong>  o Use peer feedback to reflect</td>
<td><strong>Performance Task Unit 3 (WC)</strong>  o Use peer feedback to reflect</td>
<td><strong>Follow the Rabbit-Proof Fence (SG)</strong>  o Use descriptive details and sensory language to capture the action and convey experiences.</td>
</tr>
</tbody>
</table>
| 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.) 6-8:S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. | on the writing. | on the writing. | Performance Task Unit 4 (WC)  
- Use peer feedback to reflect on the writing.  
- Provide feedback by noting ideas that are unclear or disconnected.  
- Provide feedback increasing supporting details and examples.  
- Provide feedback about grammar, spelling, and punctuation.  

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| 8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 6-8:S6-I-2: participate in extended written exchanges about a variety of topics and texts. 6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions. | | Performance Task Unit 3 (WC)  
- Post an essay online for public feedback. |  

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| 8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 6-8:S7-I-3: identify credible sources used in research and use a standard format for citations. | **You are the Electric Boogaloo (SG)**  
Just be Yourself (SG)  
- Conduct research for a visual presentation on a specific topic.  
**The Setting Sun and the Rolling World (SG)**  
- Conduct research for a written presentation on a specific topic.  
**Maus (SG)**  
- Conduct a research project to answer a question drawing on several sources.  
**Barrington Irving, Pilot and Educator (WC)**  
- Conduct research for a persuasive presentation on a specific topic. | **Follow the Rabbit-Proof Fence (SG)**  
Blue Nines and Red Words (SG)  
- Conduct a research report to learn more about a particular topic.  
**Words Do Not Pay (SG)**  
- Conduct research for a historical report. | **Sounds of a Glass Harmonica (SG)**  
- Conduct research for a multimedia presentation on a homemade or unusual musical instrument.  

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| 8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each | **The Setting Sun and the Rolling World (SG)**  
- Use print and digital sources to construct an informational report.  
**Maus (SG)**  
- Evaluate print and digital sources to construct an informational report. | **Blue Nines and Red Words (SG)**  
- Use evidence gathered from multiple sources.  
**Words Do Not Pay (SG)**  
- Paraphrase and use direct |
source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  
6-8.S.7.1-1: gather information from print and digital provided resources to answer a question.  

| 6-8.S.7.1-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.  
8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  
8.W.9.a Apply grade 8 reading standards to literature.  
6-8.S.7.1-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.  

| 8.W.9b Apply grade 8 reading standards to literary nonfiction.  
6-8.S.7.1-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.  

| Flowers for Algernon (WC)  
○ Compare and contrast a story and a script to support analysis of the text.  

| Ban the Ban! Soda’s a Problem but... (WC)  
○ Draw evidence from informational texts to write an argumentative essay.  

| The Invention of Everything Else (SC)  
○ Compare and contrast a biographical work and a historical fiction account to support analysis of the texts  

| Language Standards  

| 8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
6-8.S.10.1-1: using grade-appropriate singular and plural nouns.  
6-8.S.10.1-2: using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives).  
6-8.S.10.1-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack).  
6-8.S.10.1-4: using personal (subject and object), possessive,  

| Medicine Bag (WC)  
You Are the Electric Boogaloo/Just Be Yourself (SG)  
The Setting Sun and The Rolling World (SG)  
○ Use context vocabulary to help the reader understand the text.  

| The Diary of Anne Frank Act 1 (WC)  
Acceptance Speech for the Nobel Peace Prize (SG)  
○ Identify and label simple verb tenses (present, past, future).  
Barrington Irving, Pilot and Educator (WC)  
○ Identify and label nouns and pronouns.  

| Words Do Not Pay (SG)  
○ Use rhetorical devices (parallelism) to strengthen the connections among an author’s ideas.  
Follow the Rabbit-Proof Fence (SG)  
○ Use adjectives and adverbs to tell more about the nouns and verbs in their sentences.  
Flowers for Algernon (WG)  
○ Use context vocabulary to help the reader understand the text.  
Blue Nines and Red Words (SG)  
○ Identify and label pronoun cases (nominative/  

| Uncle Marcos (WC)  
○ Identify the subject complement.  
○ Explain the function of the subject complement in a sentence.  
The Invention of Everything Else (SC)  
○ Identify adjectives and adverbs in a sentence.  
○ Identify adjectives and adverbs as positive, comparative, or superlative.  
○ Use adjectives and adverbs in a paragraph.  

| Words Do Not Pay (SG)  
○ Use rhetorical devices (parallelism) to strengthen the connections among an author’s ideas.  
Follow the Rabbit-Proof Fence (SG)  
○ Use adjectives and adverbs to tell more about the nouns and verbs in their sentences.  
Flowers for Algernon (WG)  
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Blue Nines and Red Words (SG)  
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| The Invention of Everything Else (SC)  
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| 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
6-8.S.10.1-1: using grade-appropriate singular and plural nouns.  
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6-8.S.10.1-3: using possessives with grade-appropriate nouns. (e.g. That is Mary’s backpack).  
6-8.S.10.1-4: using personal (subject and object), possessive,  

| Medicine Bag (WC)  
You Are the Electric Boogaloo/Just Be Yourself (SG)  
The Setting Sun and The Rolling World (SG)  
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Barrington Irving, Pilot and Educator (WC)  
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Follow the Rabbit-Proof Fence (SG)  
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The Invention of Everything Else (SC)  
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○ Identify adjectives and adverbs as positive, comparative, or superlative.  
○ Use adjectives and adverbs in a paragraph.  

| Words Do Not Pay (SG)  
○ Use rhetorical devices (parallelism) to strengthen the connections among an author’s ideas.  
Follow the Rabbit-Proof Fence (SG)  
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Flowers for Algernon (WG)  
○ Use context vocabulary to help the reader understand the text.  
Blue Nines and Red Words (SG)  
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| The Invention of Everything Else (SC)  
○ Compare and contrast a biographical work and a historical fiction account to support analysis of the texts  

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Flowers for Algernon (WG)  
○ Use context vocabulary to help the reader understand the text.  
Blue Nines and Red Words (SG)  
○ Identify and label pronoun cases (nominative/  

| The Invention of Everything Else (SC)  
○ Compare and contrast a biographical work and a historical fiction account to support analysis of the texts  

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| Words Do Not Pay (SG)  
○ Use rhetorical devices (parallelism) to strengthen the connections among an author’s ideas.  
Follow the Rabbit-Proof Fence (SG)  
○ Use adjectives and adverbs to tell more about the nouns and verbs in their sentences.  
Flowers for Algernon (WG)  
○ Use context vocabulary to help the reader understand the text.  
Blue Nines and Red Words (SG)  
○ Identify and label pronoun cases (nominative/  

| Uncle Marcos (WC)  
○ Identify the subject complement.  
○ Explain the function of the subject complement in a sentence.  
The Invention of Everything Else (SC)  
○ Identify adjectives and adverbs in a sentence.  
○ Identify adjectives and adverbs as positive, comparative, or superlative.  
○ Use adjectives and adverbs in a paragraph.  

| Words Do Not Pay (SG)  
○ Use rhetorical devices (parallelism) to strengthen the connections among an author’s ideas.  
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○ Identify adjectives and adverbs as positive, comparative, or superlative.  
○ Use adjectives and adverbs in a paragraph.
and indefinite pronouns.
6-8.S10-I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).
6-8.S10-I-10: using a variety of prepositional phrases (e.g. *toward the playground*) to provide detail (e.g., time, manner, place, cause).
6-8.S10-I-11: using frequently occurring conjunctions (e.g., *and, but, or, so, because*).
6-8.S10-I-13: using irregularly occurring modals (e.g., *ought, had, better*).

| 8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | 6-8.S10-I-9: using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). | The Diary of Anne Frank Act 1I (WC)  
  o Identify and label simple verb tenses (present, past, future).  
  Performance Task Unit 2 (WC)  
  o Identify and use compound sentences and coordinating conjunctions.  
 Acceptance Speech for the Nobel Peace Prize (SG)  
  o Identify and label perfect verb tenses (present, past, future).  
 Three Cheers for the Nanny State (WC)  
  o Identify and label clauses (independent, dependent, subordinate, adverb, relative/adjetive and noun).  
 Barrington Irving, Pilot and Educator (WC)  
  o Identify and label nouns and pronouns.  
 Performance Task Unit 3 (WC)  
  o Identify pronouns and determine pronoun-antecedent agreement. | Retort/The People, Yes (SG)  
  o Identify participles, participial phrases, infinitives, and infinitive phrases in a text.  
 Words Do Not Pay (SG)  
  o Identify and use parallelism to express ideas. | Performance Task Unit 5 (WC)  
  o Combine sentences using a gerund phrase.  
  o Combine sentences using a participial phrase. |
| 8.L.1b Form and use verbs in the active and passive voice. 6-8:S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being. 6-8:S10-I-5: using verbs in the past progressive. 6-8:S10-I-6: using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. *drank, sat, wrote*). | *Medicine Bag* (WC)  
- Identify and label examples of verbs in active and passive voice from the text. | *Performance Task Unit 4* (WC)  
- Identify and label examples of verbs in active and passive voice from the text. |
| --- | --- | --- |
| 8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 6-8:S10-I-7: using grade-appropriate verbs in the future with “going to” and “will”. | *You are the Electric Boogaloo/Just be Yourself* (SG)  
- Identify and use the different types of verb moods (indicative, imperative, and interrogative.)  
*The Setting Sun and the Rolling World* (SG)  
- Identify and use the different types of verb moods (indicative, imperative, and interrogative; conditional, and subjunctive.) | |
| 8.L.1d Recognize and correct inappropriate shifts in verbals, voice and mood. 6-8:S10-I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. 6-8:S10-I-12: using frequently occurring imperative sentences (e.g., *Share your opinion with a classmate.*, *Provide support using textual evidence*.). 6-8:S10-I-14: using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences. | *You are the Electric Boogaloo/Just be Yourself* (SG)  
- Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative).  
- Correct inappropriate shifts in verb moods (indicative, imperative, and interrogative).  
*The Setting Sun and the Rolling World* (SG)  
- Identify inappropriate shifts in verb moods (indicative, imperative, and interrogative; conditional, and subjunctive).  
- Correct inappropriate shifts in |
<table>
<thead>
<tr>
<th><strong>8.L.2</strong> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 6-8:S3-I-5: use precise language and domain-specific vocabulary to inform about or explain the topic.</th>
<th><strong>Verb moods (indicative, imperative, and interrogative; conditional, and subjunctive).</strong></th>
<th><strong>8.L.2a Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.</strong></th>
<th><strong>8.L.2b Use an ellipsis to indicate an omission.</strong></th>
<th><strong>8.L.2c Spell correctly.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrington Irving, Pilot and Educator (WC) Three Cheers for the Nanny State (WC) o Use commas to separate two or more clauses. Ban the Ban!/Soda’s A Problem but... (WC) o Identify and create simple, compound, complex, and complex-compound sentences. Performance Task Unit 2 (WC) o Use coordinating conjunctions to connect important ideas in a piece of writing.</td>
<td><strong>Nikola Tesla: The Greatest Inventor of All? (SG)</strong> o Identify commas and semi-colons in a sentence. o Use commas and semi-colons in a sentence. <strong>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</strong> o Use a dash in a sentence. o Use an ellipsis in a sentence. <strong>To Fly (WC)</strong> o Spell correctly. Performance Task Unit 5 (WC) o Spell gerund phrases correctly. o Spell participle phrases correctly.</td>
<td><strong>To Fly (WC)</strong> o Identify words that should be capitalized. o Explain why words should be capitalized.</td>
<td></td>
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</tr>
</tbody>
</table>
| 8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 8.L.3a Use verbs in active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact). | **Medicine Bag (WC)**  
- Identify examples of verbs in active and passive voice. | **The Diary of Anne Frank Act II (WC)**  
- Rewrite text using simple past tenses.  
- *Ban the Ban!/Soda’s a Problem but...*(WC)  
- Use clauses to elaborate simple sentences. | **Words Do Not Pay (SG)**  
- Use parallelism to add rhythm and balance to writing. |

| 8.L.4 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. 6-8:S2-1-1: determine the meaning of less-frequently occurring words and phrases and content specific words. 6-8:S2-1-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. | **Medical Bag (WC)**  
- Identify the meaning of unknown words using context clues (antonyms).  
*You are the Electric Boogaloo/Just be Yourself (SG)*  
- *Hanging Fire/Translating Grandfather’s House (SG)*  
- Identify the meaning of unknown words using the relationships between words.  
- Use surrounding words in the sentence to uncover the meaning of the unknown word (context clues). | **Anne Frank: The Diary of a Young Girl (SG)**  
- Use context clues in the sentence to uncover the meaning of the unknown word.  
*Barrington Irving, Pilot and Educator (WC)*  
- Use context as a clue to determine the meaning of a word or phrase. | **Blue Nines and Red Words (SG)**  
- Apply knowledge of base words to determine the meaning of unknown words.  
**Words Do Not Pay (SG)**  
- Apply knowledge of Old English prefix mis- to determine the meaning of unknown words.  
**Uncle Marcos (WC)**  
- Identify the meaning of unknown words.  
- Use vocabulary words in a sentence.  
**25 Years Later, Hubble Sees Beyond Troubled Start (SG)**  
- Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Text Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.L.4b</td>
<td>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.</td>
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</tr>
<tr>
<td>8.L.4c</td>
<td>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.</td>
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</tr>
<tr>
<td>8.L.4d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase.</td>
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<tr>
<td><strong>8.L.5</strong></td>
<td><strong>8.L.5a</strong></td>
<td><strong>8.L.5b</strong></td>
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<td><strong>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</strong></td>
<td><strong>Interpret figures of speech (e.g., verbal irony, puns) in context.</strong></td>
<td><strong>Use the relationship between particular words to better understand each of the words.</strong></td>
</tr>
<tr>
<td><strong>Verify unknown words using a dictionary or thesaurus.</strong></td>
<td><strong>Interpret how allusion impacts the meaning of the text.</strong></td>
<td><strong>Identify the meaning of less frequently occurring words and phrases and content specific words.</strong></td>
</tr>
</tbody>
</table>
| **Peace Prize (SG)**  
**Three Cheers for the Nanny State (WC)**  
**Words Do Not Pay (SG)**  
**Follow the Rabbit-Proof Fence (SG)**  
**Flowers For Algernon (WC)**  
**To Fly (WC)**  
**The Setting Sun and the Rolling World (SG)**  
**The Diary of Anne Frank Act 1 (WC)**  
**Barrington Irving, Pilot and Educator (WC)**  
**Retort/The People, Yes (SG)**  
**Nikola Tesla: The Greatest Inventor of All? (SG)** | **Interpret how different forms of figurative language impact the meaning of the text (simile, metaphor, personification).** | **Identify the meaning of unknown words using base words.**  
**Identify and use principle verb parts to understand regular and irregular verb patterns.**  
**Three Cheers for the Nanny State (WC)**  
**Retort/The People, Yes (SG)**  
**Nikola Tesla: The Greatest Inventor of All? (SG)** | **Identify the meaning of unknown archaic words.**  
**Use base words as a means of gaining understanding of a text.** |
<table>
<thead>
<tr>
<th>reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.</th>
<th>Ban the Ban! Soda’s a Problem but...(WC)</th>
<th>Words Do Not Pay (SG)</th>
<th>The Invention of Everything Else (SG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
<td>You are the Electric Boogaloo (SG) Just be Yourself (SG)</td>
<td>Distinguish the difference in denotations between similar words with the same prefix.</td>
<td>Distinguish among the connotations of words with similar denotations.</td>
</tr>
<tr>
<td>8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6-8.S4-I-3: use grade-appropriate general academic and domain-specific words and phrases. 6-8.S5-I-1: adapt language choices and style (includes register) according to purpose, task, and audience. 6-8.S5-I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. 6-8.S8-I-3: use general academic vocabulary and domain-specific words and phrases to signal emotions and states of being.</td>
<td>Apache Girl’s Rite of Passage (WC) Maus (SG)</td>
<td>Use domain-specific and academic words and phrases to build comprehension and expression.</td>
<td>Use domain-specific and academic words and phrases to build comprehension.</td>
</tr>
<tr>
<td>8.SL.1 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 performance tasks.</td>
<td>Hanging Fire(SG) Translating Grandfather’s House(SG) Conduct a group discussion exploring two texts.</td>
<td>Deliver a dramatic reading with a partner exploring the text.</td>
<td>Performance Task Unit 3 (SG)</td>
</tr>
<tr>
<td>Speaking and Listening Standards</td>
<td>The Retort/The People, Yes (SG) Sounds of a Glass Harmonica (SG) Performance Task Unit 5 (SG)</td>
<td>Performance Task Unit 5 (SG)</td>
<td>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</td>
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<tr>
<td>8.SL.2 Use collaboration techniques that contribute to the task, including: (a) asking productive questions with clear intent to clarify or expand on ideas, (b) responding to others’ comments and questions with elaborations, clarification, or your own questions, and (c) seeking clarification of ambiguous or complex ideas or text.</td>
<td>Hanging Fire(SG)</td>
<td>The Retort/The People, Yes (SG) Performance Task Unit 3 (SG)</td>
<td>Performance Task Unit 5 (SG)</td>
</tr>
<tr>
<td>Issue</td>
<td>Activity</td>
<td>Performance Task Unit 4 (SG)</td>
<td>Performance Task Unit 5 (SG)</td>
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<tr>
<td>8.SL.1a 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.</td>
<td>6-8:S6-I-1: participate in extended conversations and discussions about a variety of topics and texts.</td>
<td>6-8:S6-I-6: refer to previously read or researched information during collaborative oral and written discussions.</td>
<td>6-8:S6-I-7: express own ideas clearly using the rules for discussion.</td>
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<tr>
<td>8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
<td>6-8:S6-I-3: express own ideas clearly using the rules for discussion.</td>
<td>25 Years Later, Hubble Sees Beyond Troubled Start (SG)</td>
<td>Performance Task Unit 5 (SG)</td>
</tr>
<tr>
<td>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>6-8:S6-I-4: pose and respond to relevant questions about a variety of topics and texts.</td>
<td>The Diary of Anne Frank Act II (WC)</td>
<td>The Theory of Multiple Intelligences Infographic (SG)</td>
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<td>Anne Frank: The Diary of a Young Girl (SG)</td>
<td>Use appropriate rules for collegial discussions and decision making.</td>
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<td>Acceptance Speech for the Nobel Peace Prize (SG)</td>
<td>o Pose questions that connect the ideas of several speakers.</td>
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<tr>
<td></td>
<td></td>
<td>o Use appropriate rules for collegial discussions and decision making.</td>
<td>o Respond to others’ questions and comments.</td>
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<td>o Evaluate peers using rubric.</td>
<td>o Pose questions that connect the ideas of several speakers.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Respond to others’ questions and comments.</td>
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<td>o Participate in a class discussion.</td>
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<td>o Read or study required material.</td>
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<td>o Refer to evidence on topic, text, or issue to probe and reflect on ideas.</td>
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</tbody>
</table>
| 8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented. 6-8:S6-I-5: acknowledge information expressed by others by paraphrasing key ideas & expressed and responding with relevant information in collaborative oral and written discussions. | **Hanging Fire (SG)**  
**Translating Grandfather’s House (SG)**  
- Acknowledge new information by others.  
- Use new information to draw final conclusions. | **Anne Frank: The Diary of a Young Girl (SG)**  
- Acknowledge new information by others.  
- Use new information to draw final conclusions. | **The Moth Presents: Aleeza Kazmi**  
**The Theory of Multiple Intelligences Infographic (SG)**  
**Performance Task Unit 4 (SG)**  
- Acknowledge new information by others.  
- Use new information to draw final conclusions. | **25 Years Later, Hubble Sees Beyond Troubled Start (SG)**  
**Performance Task Unit 5 (SG)**  
- Acknowledge new information by others.  
- Use new information to draw final conclusions. |
| --- | --- | --- | --- | --- |
| 8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 6-8:S1-I-4: explain how structure, text type, and other elements impacts the central idea or theme. | **Medicine Bag (WC)**  
**Apache Girl (WC)**  
- Analyze how each media format describes the topic.  
- Identify strengths and weaknesses of each media format. | **Maus (SG)**  
- Analyze the author’s personal motives for creating the graphic novel. | **The Moth Presents: Aleeza Kazmi**  
- Analyze the author’s personal motives using a particular media format. | |
| 8.SL.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. 6-8:S8-I-1: explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 6-8:S8-I-2: determine whether the evidence is sufficient to support the claims. | **Barrington Irving, Pilot and Educator (WC)**  
- Evaluate a speaker’s argument using a provided rubric. | **To Fly (WC)**  
- Deliver an informative presentation, using appropriate eye contact and adequate volume.  
**Performance Task Unit 5 (SG)**  
- Conduct a debate, using | |
| 8.SL.4 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 | **The Medicine Bag (WC)**  
- Write and present a salient monologue expressing important details.  
- Present salient information using appropriate eye contact, adequate volume, and clear | **The Diary of Anne Frank Act 1 (WC)**  
- Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear | **Performance Task Unit 3 (SG)**  
**Performance Task Unit 4 (SG)**  
- Present salient information using appropriate eye contact, appropriate gestures and movements, adequate volume, and clear | **To Fly (WC)**  
- Deliver an informative presentation, using appropriate eye contact and adequate volume.  
**Performance Task Unit 5 (SG)**  
- Conduct a debate, using |
| 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **You are the Electric Boogaloo (SG)**<br>Just be Yourself(SG)<br>**Barrington Irving, Pilot and Educator (WC)**<br>**Performance Task Unit 1 (SG)**<br>**Performance Task Unit 2 (SG)**<br>**Performance Task Unit 4 (SG)**<br>**Retort/The People, Yes (SG)**<br>**To Fly (WC)**<br>**Sounds of a Glass Harmonica (SG)** | **Performance Task Unit 2 (SG)**<br>**Performance Task Unit 4 (SG)**<br>**To Fly (WC)**<br>**Sounds of a Glass Harmonica (SG)** | **appropriate eye contact and clear pronunciation.**

**8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**
6-8:55-I-1: adapt language choices and style (includes register) according to purpose, task, and audience. | **You are the Electric Boogaloo (SG)**<br>Just be Yourself(SG)<br>**Barrington Irving, Pilot and Educator (WC)**<br>**Performance Task Unit 1 (SG)**<br>**Performance Task Unit 2 (SG)**<br>**Performance Task Unit 4 (SG)**<br>**Retort/The People, Yes (SG)**<br>**To Fly (WC)**<br>**Sounds of a Glass Harmonica (SG)** | **Performance Task Unit 2 (SG)**<br>**Performance Task Unit 4 (SG)**<br>**To Fly (WC)**<br>**Sounds of a Glass Harmonica (SG)** | **appropriate eye contact and clear pronunciation.**

| and clear pronunciation. You are the Electric Boogaloo (SG) Just be Yourself(SG) o Use relevant and salient evidence from the text. o Present salient information using appropriate eye contact, adequate volume, and clear pronunciation. **Performance Task Unit 1 (SG)** o Write a series of salient nonfiction narratives. | **pronunciation.** **Barrington Irving, Pilot and Educator (WC)** o Use relevant and salient evidence from the text. o Present salient information using appropriate eye contact, adequate volume, and clear pronunciation. | **pronunciation.** | **appropriate eye contact and clear pronunciation.**

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<td>Reading Literature:</td>
</tr>
<tr>
<td>X X X X</td>
<td>8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>X X X</td>
<td>8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</td>
</tr>
<tr>
<td>X X X</td>
<td>8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
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<td>Reading Informational Text:</td>
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<tr>
<td>X X X</td>
<td>8.RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</td>
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<tr>
<td>X X X</td>
<td>8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<tr>
<td>X X X</td>
<td>8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
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<td>Writing:</td>
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<tr>
<td>X X X</td>
<td>8.W.1 Write arguments to support claims with clear reasons and relevant evidence.</td>
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<tr>
<td>X X X</td>
<td>8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</td>
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<tr>
<td>X X X</td>
<td>8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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<tr>
<td>X X X</td>
<td>8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<tr>
<td></td>
<td>Supporting Standards</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>Reading Literature:</td>
</tr>
<tr>
<td>X X X X</td>
<td>8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
</tr>
<tr>
<td>X X X</td>
<td>8.RL.4 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.</td>
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<tr>
<td>X X</td>
<td>8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
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<tr>
<td>X X</td>
<td>8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</td>
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<tr>
<td>X X</td>
<td>8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.</td>
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<tr>
<td>X X X X</td>
<td>8.RL.10 By the end of the year, Proficiently and independently read and comprehend literature, including stories, drama, and poetry in a text complexity range determined by qualitative and quantitative measure appropriate to grade 8.</td>
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<td>Reading Informational Text:</td>
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<tr>
<td>X</td>
<td>8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<tr>
<td>X X</td>
<td>8.RL.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</td>
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<tr>
<td>X X X</td>
<td>8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
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<td>8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
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<tr>
<td>Standard</td>
<td>Instruction</td>
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<tr>
<td>8.L.1b</td>
<td>Form and use verbs in the active and passive voice.</td>
</tr>
<tr>
<td>8.L.1c</td>
<td>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</td>
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<tr>
<td>8.L.1d</td>
<td>Recognize and correct inappropriate shifts in verbals, voice and mood.</td>
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<tr>
<td>8.L.2</td>
<td>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>8.L.2a</td>
<td>Use punctuation (comma, ellipse, and dash) to indicate a pause or break.</td>
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<tr>
<td>8.L.2b</td>
<td>Use an ellipse to indicate an omission.</td>
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<tr>
<td>8.L.2c</td>
<td>Spell correctly.</td>
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<tr>
<td>8.L.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>8.L.3a</td>
<td>Use verbs in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.)</td>
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<tr>
<td>8.L.4</td>
<td>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.</td>
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<tr>
<td>8.L.4a</td>
<td>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</td>
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<tr>
<td>8.L.4b</td>
<td>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.</td>
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<tr>
<td>8.L.4c</td>
<td>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.</td>
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<tr>
<td>8.L.4d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase.</td>
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<tr>
<td>8.L.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td>8.L.5a</td>
<td>Interpret figures of speech (e.g., verbal irony, puns) in context.</td>
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<tr>
<td>8.L.5b</td>
<td>Use the relationship between particular words to better understand each of the words.</td>
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<tr>
<td>8.L.5c</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
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<tr>
<td>8.L.6</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Speaking and Listening:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Instruction</th>
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</thead>
<tbody>
<tr>
<td>8.SL.1</td>
<td>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.</td>
</tr>
<tr>
<td>8.SL.1a</td>
<td>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.</td>
</tr>
<tr>
<td>8.SL.1b</td>
<td>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</td>
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<tr>
<td>8.SL.1c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
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<tr>
<td>8.SL.1d</td>
<td>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</td>
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<tr>
<td>8.SL.2</td>
<td>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.</td>
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<tr>
<td>8.SL.3</td>
<td>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.</td>
</tr>
<tr>
<td>8.SL.4</td>
<td>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.</td>
</tr>
<tr>
<td>8.SL.5</td>
<td>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
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<tr>
<td>8.SL.6</td>
<td>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.)</td>
</tr>
</tbody>
</table>

*embedded in each mode of writing.