

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts Grade 8
Curriculum Resources and Additional Standards Synopsis

REQUIRED CURRICULUM	REQUIRED CONTINUOUS STANDARDS
<p>Grade 8 – Required<> Night Protected<> <i>Anne Frank (drama), Looking Glass Wars, Alice’s Adventures in Wonderland, Dr. Jekyll & Mr. Hyde, Ender’s Game</i></p> <p>Grade 8 Honors – Required<> Night, Looking Glass Wars, Enders Game, Dr. Jekyll & Mr. Hyde.</p> <p>Protected <> <i>Anne Frank (drama), Looking Glass Wars, Alice’s Adventures in Wonderland, Dr. Jekyll & Mr. Hyde, Ender’s Game</i></p> <p>*Some curriculum resources on the pacing guides are links to the actual website. Press the Ctrl button and click the mouse to be taken to the link.</p> <ul style="list-style-type: none"> • Text levels should range from 6-8 (860L- 1010L) <p>Literature Short Texts: Adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics are all considered literature short texts.</p> <p>Informational Text is: Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditionally required.</p> <p>Literary non-fiction includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical, or economic accounts (including digital sources)</p>	<p>The following standards will not be assigned to a specific nine weeks. It is suggested that the following standards, which align with the Alabama Course of Study, be embedded in course work and assessed by the classroom teacher throughout the varying nine week periods. Some standards, however, are related to other Reading, Writing, and Language standards. Where applicable, the alignment has been noted on the pacing guide for the nine weeks. Click here for access to the Alabama ELA Course of Study.</p> <p>Reading Standards</p> <p>9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of Grades 6-8 text complexity band independently and proficiently. [RL.8.10]</p> <p>19. By the end of the year, read and comprehend literary nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently. [RI.8.10]</p> <p>Writing Standards</p> <p>23. 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 20-22 above.) [W.8.4]</p> <p>24. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) [W.8.5]</p> <p>25. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. [W.8.6]</p> <p>26. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. [W.8.7]</p> <p>27. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]</p> <p>28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]</p> <p>a. Apply <i>Grade 8 Reading standards</i> to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a]</p> <p>b. Apply <i>Grade 8 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). [W.8.9b]</p> <p>29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p> <p>Speaking and Listening</p>

written for a broad audience (Common Core State Standards, page 57).

Extended Text:

This should be an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module.

Suggestions:

[Alice in Wonderland](#)

[The Lion, The Witch, and the Wardrobe](#)

[The House on Mango Street](#)

[Roll of Thunder Hear My Cry](#)

[Courage Has no Color](#)

[The Legend of Sleepy Hollow](#)

*Other Selections can be chosen by teacher

Writing

Students should be writing in response to all text that is read. This indicates that students in Honors English will be writing more frequently than students in regular English classes. Honors students should write using more variety and complex sentence structure. Standards for grading should be more rigorous in Honors courses. However, all student writing should be challenging. Building student competence and confidence with technology should be part of instruction.

Help with Before, During, and After Strategies

[Adlit.org](#)

[Before, During, After Strategies](#)

[Education.pa.gov](#)

[ARI](#)

Speaking & Listening Resources

[Five Ways to Make Class Discussions More Exciting](#)

In-class Discussions

<http://www.uni.edu/reineke/guidelin.htm>

[Padlet.com](#)

Cooperative Learning in Middle School

<https://www.asdk12.org/MiddleLink/Inter/mosaic/CooperativeLearning.pdf>

30.) 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. [SL.8.1]

a. 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. [SL.8.1a]

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]

31.) 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. [SL.8.2]

32.) 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. [SL.8.3]

33.) 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. [SL.8.4]

34.) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]

35.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6]

Language Standards

39. 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. [L.8.4]

a. 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. [L.8.4a]

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). [L.8.4b]

c. 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. [L.8.4c]

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d]

40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]

a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]

b. Use the relationship between particular words to better understand each of the words. [L.8.5b]

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). [L.8.5c]

41. 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. [L.8.6]

Kahoot
Quizlet.live
Quizziz

Cooperative Learning Strategies

Socratic Circle
Socratic Smackdown
Think Pair Share
Placemat and Say Something
Jigsaw
Numbered Heads
PMI
<http://www.myread.org/organisation.htm#thinkpairshare>

Creating Rubrics for Presentations

[How to Create Rubrics](#)
RUBISTAR
http://www.brainpop.com/educators/community/wp-content/uploads/2014/02/120618_BrainPOP_White_Paper.pdf
[ABCs of Project Ideas](#)

Small Lab Resources

Character Profile, Venn Diagrammer, Storyline, Spinner, Order line, Memory

Technology Awareness & Inclusion in lessons

Technology Operations and Concepts

1. Appraise technology systems to determine software and hardware compatibility.
2. Publish digital products that communicate curriculum concepts.
 - Examples: Web pages, videos, podcasts, multimedia presentations
3. Explain how network systems are connected and used.
 - Examples: file sharing, collaborating, wireless networking
4. Determine basic troubleshooting strategies to correct common hardware and software problems.
 - Examples: checking connections, restarting equipment, creating a backup copy of digital data
5. Describing the importance of antivirus and security software
6. Use basic features of word processing, spreadsheets, databases, and presentation software.
 - Examples: word processing—reports, letters, brochures spreadsheets—discovering patterns, tracking spending, creating budgets databases—contact list of addresses and telephone numbers presentation software—slideshow
7. Select specific digital tools for completing curriculum-related tasks.
 - Examples: spreadsheet for budgets, word processing software for essays, probes for data collection
8. Demonstrate correct keyboarding techniques.

Digital Citizenship

9. Identify safe uses of social networking and electronic communication.
 - Recognizing dangers of online predators
 - Protecting personal information online
10. Practice responsible and legal use of technology systems and digital content.
 - Examples: avoiding plagiarism; complying with acceptable-use policies, copyright laws, and fair use standards; recognizing secure web sites
11. Identifying examples of computer crime and related penalties
 - Examples: computer crime—phishing, spoofing, virus and worm dissemination, cyberbullying, penalties—fines, incarceration
12. Citing sources of digital content

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts Grade 8
First Nine Weeks

WRITING FOCUS: Informational/Expository Writing

Standards	Resources	NOTES
READING LITERATURE		
Key Ideas and Details	<p>Suggested Selections from the A Plus Curriculum:</p> <ul style="list-style-type: none"> • A+ College Ready Website <p>Major Work: *The Looking Glass Wars by Frank Beddor Poetry: “Where I’m from” by George Ella Lyon, “The Road Not Taken” by Robert Frost, and “Jabberwocky” by Lewis Carroll Nonfiction: “The Cutting of My Long Hair” by Zitkala-Sa and “Fish Cheeks” by Amy Tan Fiction: “Edna’s Ruthie” from The House on Mango Street by Sandra Cisneros</p> <p>SUGGESTED PEARSON LITERATURE & OTHER TEXT WILL APPEAR THROUGH ALL NINE WEEKS</p> <p>PEARSON <i>from</i> The Measure of a Man PEARSON <i>from</i> Star Trek: The Next Generation PEARSON Melinda M. Snodgrass Coyote Steals the Sun and Moon (Conan Doyle) Why the Waves Have Whitecaps (Hurston) Brer Possum’s Dilemma (Torrence) Paul Bunyan of the North Woods (Sandburg) Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON</p> <p>Sample Short Story Texts A Sound of Thunder (Bradbury) Who Can Replace a Man? (Aldiss) PEARSON The Last Leaf (O.Henry) The Cop and the Anthem (O.Henry) The Third Wish (Aiken) The Monkey’s Paw (Jacobs)</p>	<p><u>Regular English</u> 2 literature short texts 1 informational short text 1 extended text literature Text levels – 6 - 8 LTF is greatly encouraged but not required</p> <p><u>Honors English</u> 2 literature short texts 3 informational texts 1 extended text – literature Text levels – 8 and above 3 LTF lessons</p> <p>*OLL texts can be found online on the Pearson Realize platform.</p> <p>LTF Resources Literary Terms Middle School</p>
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. [RL.8.1]		
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. [RL.8.2]		
3. Identify the elements of a story (exposition, rising action, climax, falling action, and resolution. [RL.8.2.5]		
4. 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. [RL.8.3]		
Craft and Structure		
5. 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. [RL.8.4]		
6. 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. [RL.8.5]		
7. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of		

<p>dramatic irony) create such effects as suspense or humor. [RL.8.6]</p>	<p>“The Tell-Tale Heart (Poe) “The Lottery” (Jackson)</p>	
<p>Integration of Knowledge and Ideas</p>	<p>“The Cask of Amontillado” (Poe) “The Black Cat” (Poe)</p>	
<p>8. 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. [RL.8.7]</p>	<p>“A Ghost Story” (Twain) “Tears of Autumn” (Uchida)</p> <p>Sample Poetry Text “Where I’m from” by George Ella Lyon “The Road Not Taken” by Robert Frost “Jabberwocky” by Lewis Carroll “The Raven” (Poe) “The Highwayman” (Noyes) “Because I could not stop for Death (Dickinson) “The Wreck of the Hesperus” (Longfellow) “O Captain! My Captain! (Whitman) “When Icicles Hang by the Wall” (Shakespeare) “Ozymandias” (Shelley)</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]</p>	<p>LTF LESSONS (login required) Annotation and Analysis of Author’s Purpose “Riding is an Exercise of the Mind” PAT from Awareness of Mood to Analysis of Tone using “By the Waters of Babylon” Theme and point of view in “Ozymandias”</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Literacy Lessons • Literary Assessments (Text included) <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Betterlessons.com • Ereadingworksheets.com • Litcharts.com • Scholastic • Thoughtful Learning 	
<p>READING INFORMATIONAL TEXT</p>		
<p>Key Ideas and Details</p>	<p>Sample Informational Texts</p>	
<p>10. Cite the textual evidence that most strongly supports an analysis of what the</p>	<p>“The Cutting of My Long Hair” (Zitkala-Sa) “Fish Cheeks” (Tan)</p>	

<p>text says explicitly as well as inferences drawn from the text. [RI.8.1]</p>	<p>“White Chapel Road on a Saturday Night” From Harriet Tubman: Conductor on the Underground Railroad (Petry)</p>	
<p>11. 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. [RI.8.2]</p>	<p>Videos: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum Video: Informational Text</p>	
<p>12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]</p>	<p>LTF LESSONS NMSI LTF Website (needs login)</p> <ul style="list-style-type: none"> • Close Reading Literary Techniques: Analyzing Appeals Through Advertising • Appeals in Comic Strips and Ads • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Elements: Conflict and Theme • Abstract Words with Thematic Ideas: Middle Grades • Characterization and Non-Fiction: Sojourner Truth “Ain’t I a Woman?” 	
Craft and Structure		
<p>13. 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. [RI.8.4]</p>		
<p>14. 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. [RI.8.5]</p>	<p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Newsela • Tween Tribune • Student News Daily • Kid Post (Washington Post) • Time for Kids • ReadWriteThink • LearnZillion • Edsitement • Listenwise.com • DogoNews • Wonderopolis 	
<p>15. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI 8.6]</p>		
Integration of Knowledge and Ideas		
<p>16. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. [RI 8.7]</p>		
<p>17. 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. [RI.8.9]</p>		
WRITING		
<p>18. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the</p>	<p>Prentice Hall Writing Coach (interactive student grammar center on PEARSON SuccessNet Plus)</p>	

<p>selection, organization, and analysis of relevant content. [W.8.2]</p>	<p>Resources: Transition Words Graphic Organizers for Writing How to Use Quotes in an Essay Graphic Organizer for Peer Editing</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Informative/Explanatory—Writing on Demand • Informative/Explanatory—Range of Writing <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>AVL</p> <ul style="list-style-type: none"> • Alabama Virtual Library <p>LINKS AND RESOURCES</p> <ul style="list-style-type: none"> • Teaching Channel Expository Writing • Boulder Valley Middle School Curriculum Guide • Edutopia • The Learning Network 	
<p>19. 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. [W.8.2a]</p>		
<p>20. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. [W.8.2b]</p>		
<p>21. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c]</p>		
<p>22. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d]</p>		
<p>23. Establish and maintain a formal style. [W.8.2e]</p>		
<p>24. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f]</p>		
<p>25. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [W.8.4]</p>		
<p>26. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. [W.8.5]</p>		
<p>27. Use technology, including the Internet, to produce and publish writing and present the relationships between information and</p>		

<p>ideas efficiently as well as to interact and collaborate with others. [W.8.6]</p>		
<p>28. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]</p>		
LANGUAGE		
<p>29. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] [AL8.36]</p>	<p>Prentice Hall Writing Coach (Online Platform) Daily practice encouraged PEARSON-Multiple Meaning p. 422</p>	
<p>30. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. [L.8.1a] [AL8.36]</p>	<p>A+ College Ready Infinitives Quizlet Prepositions</p> <p>LTF lesson- (Login Required)</p> <p>Identifying and writing prepositional phrases</p>	
<p>31. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] [AL8.37]</p>	<p>LINKS AND RESOURCES</p> <ul style="list-style-type: none"> • Quill.org • Ereadingworksheets.com • NoRedInk • Grammar Blast • Grammar Games • Chomp Chomp • Grammar Activities • BetterLessons.com • Comma Chameleon • Multiple Word Meaning Jeopardy • Multiple Word/Phrase Meaning 	
<p>32. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>Grade 8 reading and content</i>, choosing flexibly from a range of strategies. [L.8.4] [AL8.39]</p>		
<p>33. 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. [L.8.4a] [AL8.39]</p>		
<p>34. 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. [L.8.6] [AL8.41]</p>	<p>Small Lab Resources: Character Profile, Venn Diagrammer, Storyline, Spinner, Order line & Memory</p>	

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts Grade 8
Second Nine Weeks

WRITING FOCUS: NARRATIVE FICTION/NON-FICTION

Standards	Resources	NOTES
READING LITERATURE		
Key Ideas and Details	<p>Suggested Selections from A Plus Curriculum: Major Work: Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson Fiction: Excerpts from The Old Man and the Sea by Ernest Hemingway and The First Betrayal by Patricia Bray Poetry: “The Highwayman” by Alfred Noyes and “The Shark” by E.J. Pratt Nonfiction: Excerpt from Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand Songs: “The Highwayman” by Lorena McKennet and “Everywhere” by Fleetwood Mac Painting: Watson and the Shark by John Singleton Copley SUGGESTED PEARSON LITERATURE & OTHER TEXT WILL APPEAR THROUGH ALL NINE WEEKS</p> <p>PEARSON <i>from</i> The Measure of a Man PEARSON <i>from</i> Star Trek: The Next Generation PEARSON Melinda M. Snodgrass Coyote Steals the Sun and Moon (Conan Doyle) Why the Waves Have Whitecaps (Hurston) Brer Possum’s Dilemma (Torrence) Paul Bunyan of the North Woods (Sandburg) Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON</p>	<p>Regular English 2 literature short texts 1 informational short text 1 extended text literature Text levels – 6 - 8 LTF is encouraged but not required</p> <p>Honors English 2 literature short texts 3 informational texts 1 extended text – literature Text levels – 7 and above 3 LTF lessons</p> <p>*Additional text s can be found online on the Pearson Realize platform.</p> <p>Suggested Writing Across the Curriculum Alignment: Elective Courses</p>
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. [RL.8.1]		
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. [RL.8.2]		
3. Identify the elements of a story (exposition, rising action, climax, falling action, and resolution). [RL.8.2.5]		
4. 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. [RL.8.3]		
Craft and Structure		
5. 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. [RL.8.4]		

<p>6. 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. [RL.8.5]</p>	<p>Sample Short Story Texts A Sound of Thunder (Bradbury) Who Can Replace a Man? (Aldiss) PEARSON The Last Leaf (O.Henry) suggested The Cop and the Anthem (O.Henry) The Third Wish The Monkey’s Paw “The Tell-Tale Heart (Poe) “The Lottery” (Jackson) “The Cask of Amontillado” (Poe) “The Black Cat” (Poe) “A Ghost Story” (Twain) “Tears of Autumn” (Uchida)</p>	
<p>7. 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. [RL.8.6]</p>		
<p>Integration of Knowledge and Ideas</p>		
<p>8. 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. [RL.8.7]</p>	<p>Sample Poetry Text “Where I’m from” (Lyon) “The Road Not Taken” (Frost) “Jabberwocky” (Carroll) “The Raven” (Poe) “The Highwayman” (Noyes) “Because I could not stop for Death (Dickinson) “The Wreck of the Hesperus” (Longfellow) “O Captain! My Captain! (Whitman) “When Icicles Hang by the Wall” (Shakespeare) “Ozymandias” (Shelley)</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]</p>	<p>LTF LESSONS (login required) Annotation and Analysis of Author’s Purpose “Riding is an Exercise of the Mind” PAT from Awareness of Mood to Analysis of Tone using “By the Waters of Babylon” Theme and point of view in “Ozymandias”</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Literacy Lessons • Literary Assessments (Text included) <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Betterlessons.com • Ereadingworksheets.com • Litcharts.com 	

	<ul style="list-style-type: none"> • Scholastic • Thoughtful Learning 	
READING INFORMATIONAL TEXT		
Key Ideas and Details	Sample Informational Texts	
10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]	<p>“The Cutting of My Long Hair” (Zitkala-Sa) “Fish Cheeks” (Tan) “White Chapel Road on a Saturday Night” From Harriet Tubman: Conductor on the Underground Railroad (Petry)</p>	
11. 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. [RI.8.2]	<p>Videos: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum</p>	
12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]	<p>LTF LESSONS NMSI LTF Website (needs login)</p> <ul style="list-style-type: none"> • Close Reading Literary Techniques: Analyzing Appeals Through Advertising • Appeals in Comic Strips and Ads • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Elements: Conflict and Theme • Abstract Words with Thematic Ideas: Middle Grades • Characterization and Non-Fiction: Sojourner Truth “Ain’t I a Woman?” 	
13. 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. [RI.8.4]		
14. 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. [RI.8.5]	<p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Newsela • Tween Tribune • Student News Daily • Kid Post (Washington Post) • Time for Kids • ReadWriteThink • LearnZillion • Edsitement • Listenwise.com • DogoNews • Wonderopolis 	
15. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI 8.6]		
16. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. [RI 8.7]		
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is		

<p>relevant and sufficient; recognize when irrelevant evidence is introduced. [RI.8.8]</p>			
<p>18. 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. [RI.8.9]</p>			
WRITING			
<p>19. . Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p>	<p>PEARSON WRITING COACH chapters and resources. Chapter 9 Persuasion p 171 Advertisements, Editorials, Letters to the editor, Persuasive essays, Persuasive speeches, Propaganda, reviews</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Argument/Opinion—Writing on Demand • Argument/Opinion—Range of Writing/. <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>AVL</p> <ul style="list-style-type: none"> • Alabama Virtual Library <p>RESOURCES AND LINKS</p> <ul style="list-style-type: none"> • Edutopia • AEC Paragraph 		
<p>20. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a]</p>			
<p>21. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b]</p>			
<p>22. 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. [W.8.3c]</p>			
<p>23. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d]</p>			
<p>24. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e]</p>			
<p>25. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3]</p>			
LANGUAGE			

26. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a]	<p>Prentice Hall Writing Coach (interactive student grammar center on PEARSON SuccessNet Plus) Daily grammar usage and mechanics practice is recommended.</p> <p>Resources and Links:</p> <p>What are Gerunds? Gerund: Teaching Video What are Participles? Participles and Participle Phrases What are Infinitives? Infinitives: Teaching Video Multiple Word Meaning Jeopardy Multiple Word/Phrase Meaning Figurative Language Rap Song</p> <p>LINKS AND RESOURCES</p> <ul style="list-style-type: none"> • Quill.org • Ereadingworksheets.com • NoRedInk • Grammar Blast • Grammar Games • Chomp Chomp • Grammar Activities • BetterLessons.com 	
27. Form and use verbs in the active and passive voice. [L. 8.1b]		
28. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). [L.8.4b]		
29. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5]		
30. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a]		
31. Use the relationship between particular words to better understand each of the words. [L.8.5b]		
32. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). [L.8.5c]		

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts Grade 8
Third Nine Weeks

WRITING FOCUS: ARGUMENTATIVE/OPINION

Standards	Resources	NOTES
READING LITERATURE		
Key Ideas and Details	<p>Suggested Selections from A Plus Curriculum:</p> <ul style="list-style-type: none"> • A+ College Ready Website <p>Major Work: <i>Ender’s Game</i> by Orson Scott Card or <i>The Lion, the Witch, and the Wardrobe</i> by C.S. Lewis</p> <p>Short Story: “Harrison Bergeron” by Kurt Vonnegut</p> <p>Nonfiction: “Dancing to Connect to a Global Tribe” by Matt Harding; “Ain’t I a Woman” by Sojourner Truth</p> <p>Fiction: Excerpts from <i>Sea biscuit</i> by Laura Hillenbrand</p> <p>Artwork: “Battle School Needs You, <i>Ender’s Game</i> movie trailers and book jackets For <i>Ender’s Game</i></p> <p>SUGGESTED PEARSON LITERATURE & OTHER TEXT WILL APPEAR THROUGH ALL NINE WEEKS</p> <p>PEARSON <i>from</i> The Measure of a Man PEARSON <i>from</i> Star Trek: The Next Generation PEARSON Melinda M. Snodgrass Coyote Steals the Sun and Moon (Conan Doyle) Why the Waves Have Whitecaps (Hurston) Brer Possum’s Dilemma (Torrence) Paul Bunyan of the North Woods (Sandburg) Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON</p> <p>Sample Short Story Texts A Sound of Thunder (Bradbury) Who Can Replace a Man? (Aldiss) PEARSON The Last Leaf (O.Henry) suggested The Cop and the Anthem (O. Henry)</p>	<p>Regular English 2 literature short texts 1 informational short text 1 extended text literature Text levels – 6 - 8 LTF is strongly encouraged but not required</p> <p>Honors English 2 literature short texts 3 informational texts 1 extended text – literature Text levels – 7 and above 3 LTF lessons</p> <p>*Additional online resources OLL texts can be found online on the Pearson Realize platform.</p> <p>Suggested Writing Across the Curriculum Alignment: Elective Courses</p>
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. [RL.8.1]		
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. [RL.8.2]		
3. Identify the elements of a story (exposition, rising action, climax, falling action, and resolution. [RL.8.2.5]		
4. 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. [RL.8.3]		
Craft and Structure		
5. 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. [RL.8.4]		
6. 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. [RL.8.5]		

<p>7. 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. [RL.8.6]</p>	<p>The Third Wish (Aiken) The Monkey’s Paw (Jacobs) “The Tell-Tale Heart (Poe) “The Lottery” (Jackson) “The Cask of Amontillado” (Poe)</p>	
<p>8. 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. [RL.8.7]</p>	<p>“The Black Cat” (Poe) “A Ghost Story” (Twain) “Tears of Autumn” (Uchida)</p> <p>Sample Poetry Text</p>	
<p>9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]</p>	<p>“Where I’m from” by George Ella Lyon “The Road Not Taken” by Robert Frost “Jabberwocky” by Lewis Carroll “The Raven” (Poe) “The Highwayman” (Noyes) “Because I could not stop for Death (Dickinson) “The Wreck of the Hesperus” (Longfellow) “O Captain! My Captain! (Whitman) “When Icicles Hang by the Wall” (Shakespeare) “Ozymandias” (Shelley)</p> <p>LTF LESSONS (login required)</p> <p>Annotation and Analysis of Author’s Purpose “Riding is an Exercise of the Mind” PAT from Awareness of Mood to Analysis of Tone using “By the Waters of Babylon” Theme and point of view in “Ozymandias”</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Literacy Lessons • Literary Assessments (Text included) <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Betterlessons.com • Ereadingworksheets.com • Litcharts.com • Scholastic • Thoughtful Learning 	
<p>Key Ideas and Details</p>	<p>Suggested Informational Resources:</p>	

<p>10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]</p>	<p>Nonfiction “The Cutting of My Long Hair” (Zitkala-Sa) “Fish Cheeks” (Tan) “White Chapel Road on a Saturday Night” From Harriet Tubman: Conductor on the Underground Railroad (Petry)</p>	
<p>11. 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. [RI.8.2]</p>	<p>PEARSON Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON Teaching Tolerance</p>	
<p>12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]</p>	<p>LTF LESSONS (login required)</p> <ul style="list-style-type: none"> • Close Reading Literary Techniques: Analyzing Appeals Through Advertising • Appeals in Comic Strips and Ads • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Elements: Conflict and Theme • Abstract Words with Thematic Ideas: Middle Grades • Characterization and Non-Fiction: Sojourner Truth “Ain’t I a Woman?” 	
<p>Craft and Structure</p>		
<p>13. 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. [RI.8.4]</p>	<p>Videos: <u>Anne Frank: The Whole Story (120 Min) with Ben Kingsley</u> <u>Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum</u> <u>Elie Wiesel Nobel Peace Prize Acceptance Speech</u></p>	
<p>14. 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. [RI.8.5]</p>	<p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • <u>Newsela</u> • <u>Tween Tribune</u> • <u>Student News Daily</u> • <u>Kid Post (Washington Post)</u> • Time for Kids (subscription service) • <u>ReadWriteThink</u> • <u>LearnZillion</u> • <u>Edsitement</u> • <u>Listenwise.com</u> • <u>DogoNews</u> • <u>Wonderopolis</u> 	
<p>Integration of Knowledge and Ideas</p>		
<p>16. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. [RI 8.7]</p>		

<p>17. 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. [RI.8.8]</p>		
<p>18. 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. [RI.8.9]</p>		
WRITING		
<p>19. Write arguments to support claims with clear reasons and relevant evidence. [W.8.1]</p>	<p>A+ College Ready Argument Essay Planning and Rubric Ender’s Game Dialectical journal on conformity Preparing for a debate and rubric Appendix for writing activities</p> <p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Argument/Opinion—Writing on Demand • Argument/Opinion—Range of Writing/. <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>AVL</p> <ul style="list-style-type: none"> • Alabama Virtual Library <p>RESOURCES AND LINKS</p> <ul style="list-style-type: none"> • Edutopia • AEC Paragraph 	
<p>20. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a]</p>		
<p>21. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b]</p>		
<p>22. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c]</p>		
<p>23. Establish and maintain a formal style. [W.8.1d]</p>		
<p>24. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e]</p>		
<p>25. 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. [W.8.7]</p>		

<p>26. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. [W.8.8]</p>		
<p>27. Apply Grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). [W.8.9b]</p>		
LANGUAGE		
<p>28. Form and use verbs in indicative, imperative, interrogative, conditional, and subjunctive mood. [L. 8.1c] [AL8.36]</p>	<p>Prentice Hall Writing Coach (interactive student grammar center on PEARSON SuccessNet Plus) Daily practice encouraged LTF LESSONS (login required) Active and Passive Voice (In connection with "BY the Waters of Babylon") Module 3 The Three Levels of Reading The Best Word for the Job Capitalization ADD Comma Chameleon http://www.sheppardsoftware.com/grammar/punctuation.htm Hyphens and Dashes http://www.brainpop.com/english/grammar/hyphensanddashes/preview.weml Video: Dashes, Hyphens, and Ellipses Use a Dash to Indicate a Pause or Break Use an Ellipsis to Indicate an Omission</p>	
<p>29. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L 8.2] [AL8.37]</p>		
<p>30. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L 8.2a] [AL8.37]</p>		
<p>31. Use an ellipsis to indicate an omission. [L. 8.2b] [AL8.37]</p>		
<p>32. 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. [L.8.4c] [AL8.39]</p>		

Huntsville City Schools
Pacing Guide 2017 - 2018
Course English Language Arts Grade 8
Fourth Nine Weeks

WRITING FOCUS: Informational/Expository Writing

Standards	Resources	NOTES
READING LITERATURE		
Key Ideas and Details	<p>Suggested Selections from A Plus Curriculum: Major Work: A Midsummer Night’s Dream by William Shakespeare Poetry: “When icicles hang by the wall” by William Shakespeare ; “Lullaby” by William Shakespeare ; “Blue Flag” by Elizabeth Brewster Short Story: “A Midsummer Night’s Dream” adapted by Charles and Mary Lamb Nonfiction: “New Clues to Why We Dream” by Erica Goode, New York Times Video: Why Shakespeare? by Lawrence Bridges, National Endowment for the Arts</p> <p>SUGGESTED PEARSON LITERATURE & OTHER TEXT WILL APPEAR THROUGH ALL NINE WEEKS</p> <p>PEARSON <i>from</i> The Measure of a Man PEARSON <i>from</i> Star Trek: The Next Generation PEARSON Melinda M. Snodgrass Coyote Steals the Sun and Moon (Conan Doyle) Why the Waves Have Whitecaps (Hurston) Brer Possum’s Dilemma (Torrence) Paul Bunyan of the North Woods (Sandburg) Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON</p> <p>Sample Short Story Texts A Sound of Thunder (Bradbury) Who Can Replace a Man? (Aldiss) PEARSON The Last Leaf (O.Henry) The Cop and the Anthem (O.Henry) The Third Wish (Aiken) The Monkey’s Paw (Jacobs)</p>	<p>Regular English 2 literature short texts 1 informational short text 1 extended text literature Text levels – 6 - 8</p> <p>LTF is encouraged but not required</p> <p>Honors English 2 literature short texts 3 informational texts 1 extended text – literature Text levels – 7 and above 3 LTF lessons</p> <p>*OLL texts can be found online on the Pearson Realize platform.</p> <p>LTF Resources Literary Terms Middle School</p>
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. [RL.8.1]		
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. [RL.8.2]		
3. Identify the elements of a story (exposition, rising action, climax, falling action, and resolution. [RL.8.2.5]		
4. 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. [RL.8.3]		
Craft and Structure		
5. 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. [RL.8.4]		

	<p>“The Tell-Tale Heart (Poe) “The Lottery” (Jackson) “The Cask of Amontillado” (Poe) “The Black Cat” (Poe) “A Ghost Story” (Twain) “Tears of Autumn” (Uchida)</p> <p>Sample Poetry Text “Where I’m from” by George Ella Lyon “The Road Not Taken” by Robert Frost “Jabberwocky” by Lewis Carroll “The Raven” (Poe) “The Highwayman” (Noyes) “Because I could not stop for Death (Dickinson) “The Wreck of the Hesperus” (Longfellow) “O Captain! My Captain! (Whitman) “When Icicles Hang by the Wall” (Shakespeare) “Ozymandias” (Shelley)</p> <p>LTF LESSONS (login required) Annotation and Analysis of Author’s Purpose “Riding is an Exercise of the Mind” PAT from Awareness of Mood to Analysis of Tone using “By the Waters of Babylon” Theme and point of view in “Ozymandias”</p>	
6. 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. [RL.8.5]		
7. 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. [RL.8.6]		
8. 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. [RL.8.7]		
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]	<p>ACHIEVE THE CORE</p> <ul style="list-style-type: none"> • Literacy Lessons • Literary Assessments (Text included) <p>ALEX</p> <ul style="list-style-type: none"> • Lesson plans <p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Betterlessons.com • Ereadingworksheets.com • Litcharts.com • Scholastic 	
READING INFORMATIONAL TEXT		
Key Ideas and Details	Suggested Informational Resources:	
10.Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. [RI.8.1]	<p>Nonfiction “The Cutting of My Long Hair” (Zitkala-Sa) “Fish Cheeks” (Tan) “White Chapel Road on a Saturday Night” From Harriet Tubman: Conductor on the Underground Railroad (Petry)</p>	
11.Determine a central idea of a text and analyze its development over the course of the	PEARSON	

<p>text, including its relationship to supporting ideas; provide an objective summary of the text. [RI.8.2]</p>	<p>Writing an Objective Summary p.lvi Who Can Replace a Man? (Aldiss) PEARSON Robots Get a Feel for the World at USC Viterbi PEARSON Teaching Tolerance LTF LESSONS</p> <ul style="list-style-type: none"> • NMSI LTF Website (needs login) • Close Reading Literary Techniques: Analyzing Appeals Through Advertising • Appeals in Comic Strips and Ads • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Techniques: Understanding Appeals • Close Reading Literary Elements: Conflict and Theme • Abstract Words with Thematic Ideas: Middle Grades • Characterization and Non-Fiction: Sojourner Truth “Ain’t I a Woman?” <p>Videos: Anne Frank: The Whole Story (120 Min) with Ben Kingsley Teaching Tolerance One Survivor Remembers- from the National Holocaust Memorial Museum Elie Wiesel Nobel Peace Prize Acceptance Speech</p> <p>RESOURCES AND SITES</p> <ul style="list-style-type: none"> • Newsela • Tween Tribune • Student News Daily • Kid Post (Washington Post) • Time for Kids (subscription service) • ReadWriteThink • LearnZillion • Edsitement • Listenwise.com • DogoNews • Wonderopolis 	
<p>12. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). [RI.8.3]</p>		
<p>Craft & Structure</p>		
<p>13. 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. [RI.8.4]</p>		
<p>14. 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. [RI.8.5]</p>		
<p>15. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. [RI 8.6]</p>		
<p>Integration of Knowledge and Ideas</p>		
<p>16. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. [RI 8.7]</p>		
<p>17. 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. [RI.8.8]</p>		
<p>18. 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. [RI.8.9]</p>		

WRITING

19. Apply *Grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). [W.8.9a]

20. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10]

A Plus Curriculum Website

- **ACT ASPIRE Practice**
- **Appendix for Writing Resources**

ALEX

- [Lesson plans](#)

AVL

- [Alabama Virtual Library](#)

LINKS AND RESOURCES

- [Teaching Channel Expository Writing](#)
- [Boulder Valley Middle School Curriculum Guide](#)
- [Edutopia](#)
- [The Learning Network](#)

LANGUAGE

21. Recognize and correct inappropriate shifts in verb voice and mood. [L.8.1d] [AL8.36]

22. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). [L.8.4d] [AL8.39]

LINKS AND RESOURCES

- [Quill.org](#)
- [Ereadingworksheets.com](#)
- [NoRedInk](#)
- [Grammar Blast](#)
- [Grammar Games](#)
- [Chomp Chomp](#)
- [Grammar Activities](#)
- [BetterLessons.com](#)