

LA 8 – Q1

| Units | | Common Core Standards | Vocabulary | Pacing |
|--|---|--|---|---------|
| Literature: various non-fiction | <p>Literature Unit: Narrative Non-fiction (autobiography, biography, essay)</p> | <p>RL.8.4. 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.</p> <p>RI.8.4. 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.</p> <p>RI.8.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.10. 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.</p> | <p>Idiom, analogy, simile, metaphor, extended metaphor, conflict, biography, autobiography, personification, descriptive essay, narrative essay</p> | 16 days |
| | <p>Literature Unit: Non-fiction, textbook & technical</p> | <p>L.8.6. 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.</p> | <p>The SQP3R study method: survey, question, predict, read, recite, review, survey study aides, chapter organization, tables, graphs, charts, index, glossary, timelines, subtitles</p> | 2 days |
| | | Assessments: quizzes & tests | | |

LA 8 – Q1

| Units | | Common Core Standards | Vocabulary | Pacing |
|-----------------------|--|--|--|---------------|
| Personal essay | <p>Writing assignment: personal essay – America & Me essay</p> | <p>W.8.2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Memoir, essay, personal narrative, biography, autobiography</p> | <p>3 days</p> |
| | | <p>Assessments: written essay</p> | | |

LA 8 – Q1

| Units | | Common Core Standards | Vocabulary | Pacing |
|---------|--|--|---|---|
| Grammar | <p>Grammar unit: nouns, pronouns, pronoun/antecedent agreement, verbs, complete sentences, prefixes, suffixes, affixes, word roots & origins</p> | <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) d. Recognize and correct inappropriate shifts in verb voice and mood. <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>L.8.4. 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.</p> <ul style="list-style-type: none"> 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. b. 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>). | <p>Nouns, pronouns, verbs subject/verb agreement active/passive voice complete sentences antecedents, prefixes, suffixes, affixes, word roots & origins</p> | <p>Integrated with literature units</p> |
| | <p>Assessments: daily assignments, quizzes & tests</p> | | | |

LA 8 – Q1

| Units | | Common Core Standards | Vocabulary | Pacing |
|--------------------------------|--|---|--|----------------|
| Novel: The Westing Game | <p>Novel unit: <u>The Westing Game</u></p> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2.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.</p> <p>RL.8.3. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.6. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Plot, conflict, climax, conclusion, characters, point of view (1st, 3rd, limited, omniscient), setting, theme, historical setting, mood, context, dialogue, science fiction, dynamic characters, static characters, , irony, Freytag’s pyramid, exposition, rising action, falling action, resolution, denouement</p> | <p>18 days</p> |
| | | <p>Assessment: quizzes & tests</p> | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|---------------------------|---|--|---|---------|
| Literature: Poetry | Literature Unit: Poetry | <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.5. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.6. 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.</p> | rhyme rhythm figurative language simile metaphor extended metaphor hyperbole personification repetition suspense narrative/lyric poetry figures of speech concrete poem onomatopoeia alliteration assonance consonance haiku ode elegy sonnet epic | 15 days |
| | Assessments: quizzes & tests | | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|--------------------------|--|---|---|----------------------------|
| Literature: Drama | <p>Literature Unit: Drama <u>Diary of Anne Frank</u></p> <p><i>from</i> <u>Life is Beautiful</u></p> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2.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.</p> <p>RL.8.3. 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.</p> <p>RL.8.10. 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.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.6. 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.</p> | <p>stage directions dialogue plot subplot theme conflict climax resolution historical context</p> | <p>9 days</p> <p>1 day</p> |
| | Assessments: quizzes & tests | | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|---|---|--|--|--------|
| Writing: Creative & research | Creative/narrative Writing unit: Anne Frank backpack writing | <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.5. 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.</p> <p>W.8.10. 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.</p> | Topic sentence, complete sentence, end punctuation, paragraph, subject, verb, complete thought, run-on, fragment | 1 day |
| | Assessments: creative essay; formal research paper, MLA format | | | |

LA 8 – Q2

| | Units | Common Core Standards | Vocabulary | Pacing |
|------------------|---|---|--|------------------|
| Research writing | <p>Research writing: introduce the writing process, practice with whole class, do individual 1-1 ½ page research paper on famous person</p> | <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | <p>Bibliography, plagiarism, sources, citation, introduction, body paragraph, conclusion, logic, draft, edit, publish, proofread</p> | <p>8-10 days</p> |
| | | <p>Assessments: formal research paper, MLA format</p> | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|-------------------------------------|--|---|------------|--------|
| Research writing - continued | | <p>W.8.4 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.)</p> <p>W.8.5. 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.</p> <p>W.8.6. 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.</p> <p>W.8.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.8.8. 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.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a) 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.”). b) 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.”). <p>W.8.10. 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.</p> | | |
| | | Assessments: formal research paper, MLA format | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|----------------|--|---|--|---|
| Grammar | <p>Grammar Unit: Subject/verb agreement, adjectives, adverbs, verb tenses, conjunctions, prefixes, suffixes, affixes, word roots & origins</p> | <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. <p>Recognize and correct inappropriate shifts in verb voice and mood</p> <p>L.8.4. 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.</p> <ul style="list-style-type: none"> 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. b. 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>). | <p>Noun, subject, verb, predicate, agreement, adjective, adverb, clause, tenses, gerund, participle, prefixes, suffixes, affixes, word roots & origins</p> | <p>Integrated with literature units</p> |
| | | <p>Assessments: daily work, quizzes & tests</p> | | |

LA 8 – Q2

| Units | | Common Core Standards | Vocabulary | Pacing |
|---|---|---|--|---------|
| Novel/drama: A midsummer night's dream | Novel unit: <u>A Midsummer Night's Dream</u> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2.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.</p> <p>RL.8.3. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.6. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others' ideas and expressing their own clearly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | stage directions dialogue plot subplot theme conflict climax resolution historical context | 18 days |
| | | <p>Assessments: quizzes & tests</p> | | |

LA 8 – Q3

| Units | | Common Core Standards | Vocabulary | Pacing |
|-------------------------------|--|---|---|---------------|
| Literature: Folk tales | <p>Literature unit: Folk Tales</p> | <p>RL.8.2. 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.</p> <p>RL.8.10. 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.</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says.</p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.8.10. 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.</p> <p>L.8.6. 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.</p> | <p>Tall tales Exaggeration Cultural context</p> | <p>5 days</p> |
| | | <p>Assessments: quizzes & tests</p> | | |

LA 8 – Q3

| Units | | Common Core Standards | Vocabulary | Pacing |
|--------------------------------|--|--|--|---------------|
| Literature: non-fiction | <p>Literature unit: Non-fiction: expository, persuasive & reflective</p> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.5 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.</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says.</p> <p>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.4 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.</p> <p>RI.8.5 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.</p> <p>RI.8.6 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.</p> <p>RI.8.8 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.</p> <p>RI.8.10 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.</p> <p>L.8.6 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.</p> | <p>Biographical profile, informative essay, expository, narrative, magazine article, journalism, media, context clues, headings, table, bullets, eyewitness accounts, primary sources, internal consistency, logic, research, reference, connotations, epithet, persuasive, cause & effect, compare & contrast</p> | <p>9 days</p> |
| | | <p>Assessments: quizzes & tests</p> | | |

LA 8 – Q3

| Units | | Common Core Standards | Vocabulary | Pacing |
|-------------------------|--|---|---|---------------|
| Creative writing | <p>Persuasive essay – What would you die for?</p> | <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.8.2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Topic sentence, complete sentence, end punctuation, paragraph, subject, verb, complete thought, run-on, fragment, persuasive, supporting detail, logic</p> | <p>2 days</p> |
| | <p>Assessments: formal research paper, MLA format</p> | | | |

LA 8 – Q3

| Units | | Common Core Standards | Vocabulary | Pacing |
|----------------|---|---|---|---|
| Grammar | <p>Grammar unit: antonyms & synonyms, conjunctions, prepositions, direct objects, indirect objects, prefixes, suffixes, affixes, word roots & origins</p> | <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.4. 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.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.4. 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.</p> <p>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.</p> <p>b. 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>).</p> | <p>Antonym, synonym, conjunction, preposition, prepositional phrase, direct object, indirect object, analogy. prefixes, suffixes, affixes, word roots & origins</p> | <p>Integrated with literature units</p> |
| | | <p>Assessments: daily assignments, quizzes & tests</p> | | |

LA 8 – Q3

| Units | | Common Core Standards | Vocabulary | Pacing |
|--|--|---|---|----------------|
| Novel: The Adventures of Tom Sawyer | <p>Novel unit: <u>The Adventures of Tom Sawyer</u></p> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2.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.</p> <p>RL.8.3. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.6. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Plot, conflict, climax, conclusion, characters, point of view (1st, 3rd, limited, omniscient), setting, theme, historical setting, mood, context, dialogue, science fiction, dynamic characters, static characters, colloquial language, , irony, Freytag’s pyramid, exposition, rising action, falling action, resolution, denouement</p> | <p>17 days</p> |
| | | <p>Assessments: quizzes & tests</p> | | |

LA 8 – Q4

| Units | | Common Core Standards | Vocabulary | Pacing |
|----------------------------------|--------------------------------|---|--|---------|
| Literature: Short stories | Literature Unit: Short stories | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2.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.</p> <p>RL.8.3. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.6. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.8.6. 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.</p> | <p>Plot, conflict, climax, conclusion, characters, point of view (1st, 3rd, limited, omniscient), setting, theme, historical setting, mood, context, dialogue, science fiction, dynamic characters, static characters, irony, Freytag’s pyramid, exposition, rising action, falling action, resolution, denouement</p> | 15 days |
| | | Assessments: quizzes & tests | | |

LA 8 – Q4

| Units | | Common Core Standards | Vocabulary | Pacing |
|----------------|---|--|---|---------------------------------|
| Grammar | Grammar Unit: positives, comparatives and superlatives, punctuation, prefixes, suffixes, affixes, word roots & origins | <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. <p>Spell correctly.</p> <p>L.8.4. 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.</p> <ul style="list-style-type: none"> 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. b. 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>). 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. 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). | positives, comparatives, superlatives, period, comma, colon, semi-colon, exclamation point, question mark, ellipses, quotation marks, dash, prefixes, suffixes, affixes, word roots & origins | Integrated with literature unit |
| | | Assessments: daily assignments, quizzes & tests | | |

LA 8 – Q4

| Units | | Common Core Standards | Vocabulary | Pacing |
|-------------------------|--|--|--|-----------------|
| Research writing | <p>Research unit: Research paper: 1 – 1 ½ page paper on Social Studies topic (done in conjunction with 8th grade Social Studies classes)</p> | <p>*see Q2 research CCSS*</p> | <p>Bibliography, plagiarism, sources, citation, introduction, body paragraph, conclusion, logic, draft, edit, publish, proofread</p> | <p>5-6 days</p> |
| | | <p>Assessments: formal research paper, MLA format</p> | | |

LA 8 – Q4

| | Units | Common Core Standards | Vocabulary | Pacing |
|--------------------------------------|--|--|---|---------|
| Novel: The Hound of the Baskervilles | Novel Unit: <u>The Hound of the Baskervilles</u> | <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. 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.</p> <p>RL.8.3. 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.</p> <p>RL.8.4. 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.</p> <p>RL.8.6. 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.</p> <p>RL.8.10. 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.</p> <p>S.L.8.1. 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 issues, building on others’ ideas and expressing their own clearly.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | Plot, conflict, climax, conclusion, characters, point of view (1 st , 3 rd , limited, omniscient), setting, theme, historical setting, mood, context, dialogue, science fiction, dynamic characters, static characters, irony, Freytag’s pyramid, exposition, rising action, falling action, resolution, denouement | 10 days |
| | | <p>Assessments: quizzes & tests</p> | | |