

Ganado Unified School District (Language Arts/Eighth Grade)

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q1 Textbook Internet StudySinc Cornell Notes	8.RL.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	What inferences can I draw from different texts?	I will be able to analyze a variety of texts. I will be able to draw inferences from the text. I will be able to find evidence to support the text.	Narrative/narration Myth Opinion
Q1, Q2 Textbook Internet	8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.	How do points of view influence characters and create mood?	I will be able to analyze different points of view.	Plot Poetry Point of View
Q1 Textbook Internet	8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	How do written works and filmed works differ?	I will be able to compare and contrast a live production and written text. I will evaluate choices made by the directors and actors in a story or drama.	Primary Source Secondary Source Prefix
Q1,Q2,Q3,Q4 Textbook Internet StudySinc Cornell Notes	8.RL.10 By the end of the year, read and comprehend literature and including stories, drama, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	How will using the elements of literature help me to comprehend stories?	I will be able to comprehend a story using the elements of literature. I will be able to summarize different genres of literature.	Suffix Root word Sequencing Setting

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Q1 Textbook Internet StudySinc Cornell Notes	8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	What evidence will support inferences made from the text?	I will be able to infer information in a text. I will be able to cite evidence provided in a text.	Inference Reference Theme
Q1 Textbook Internet Cornell Notes	8.RI.2 Determine a central idea of a text and analyze its development over the course of the text including its relationship to supporting ideas: provide and objective summary of the text.	What is the main idea of a text?	I will be able to determine the main idea in a text. I will be able to analyze a text and its relationship to supporting evidence. I will be able to provide a summary of a text.	Expository Text Figurative Language Characterization
Q1 Textbook Internet	8.RI.4 Determine the meaning of words and phrases as they are used in text, including figurative language, connotative and technical meanings: analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	What is the meaning of different figures of speech?	I will be able to determine figurative and literal meanings in a text. I will be able to identify and determine connotative and denotative meanings in a text.	Bias Cause and effect Conflict
Q1 Textbook Internet StudySinc Cornell Notes	8.RI.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.	What is the purpose of a text?	I will read a text in which the author presents more than one point of view.	Compare and Contrast Foreshadowing

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Q1 Textbook Internet Peg Writing	8.W.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.	What can revision of a written work help in the progression of ideas?	I will be able to use the writing process to edit, revise, and publish my writing.	Folk tales Fable Myth Main character
Q1,Q2,Q3,Q4 Textbook Internet	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on other's ideas and expressing their own clearly.	How can you effectively collaborate and express your ideas?	I will be able to compare and contrast setting, characters, plot and themes in various readings.	Secondary character Tone
Q1 Journal Writing Textbook Internet Peg Writing	8.L.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.	How will you use conventions of standard English when writing or speaking?	I will effectively use the conventions of standard English grammar when speaking and writing.	Argument Evidence
Q1 Journal Writing Textbook Internet Peg Writing	8.L.2 Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing.	How can I use capitalization, punctuation and spelling in writing?	I will use the standard English grammar in formal and informal writing.	Personification Similes

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Q1,Q2,Q3,Q4 Textbook Internet	8.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	What is the meaning of different figures of speech?	I will be able to identify figures of speech in a text. (similes, metaphors, personification, hyperbole etc.)	Metaphors
Q1 Textbook Internet	8.L.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	How can I use vocabulary to better comprehend different texts?	I will be able to determine the meaning of content words. I will be able to determine the meaning of content concepts and phrases.	
Q1,Q2,Q3,Q4 Journal Writing Textbook Internet Peg Writing	8.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single day sitting or two) for a range of disciplined tasks, purposes and audiences.	How will writing over a timed period help you to reflect and revise your writing?	I will write daily in my journal for ten minutes. (narratives, reflection, revision, etc.)	

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Q1 Internet	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	How will I effectively collaborate in a discussion with a diverse group of people?	I will participate in discussion in a range of grade 8 topics. I will ask questions in response to others' questions. I will respond to others with relevant comments and ideas.	Motives Audience Purpose
Q1 Internet	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	How will I analyze information presented in diverse media?	I will analyze information presented in media. I will evaluate the motive in a presentation.	Analyze Media Commercial
Q1 Internet	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when Irrelevant evidence is introduced.	How will I identify relevant and irrelevant evidence in an argument?	I will be able to identify relevant and irrelevant information in an argument.	Relevant Irrelevant Argument

Q1 Internet	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; using appropriate eye contact, adequate volume and clear pronunciation.	How will I emphasize and present findings in a coherent manner?	I will be able to present information. I will be able to recite poetry with appropriate volume and eye contact.	Political
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Q1 Internet	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	How will I use multimedia to present information?	I will use multimedia to present information.	
Q1 Internet	8.SL.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.	How will I demonstrate formal English when speaking?	I will demonstrate formal English by speaking when indicated.	

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Q2 Textbook Internet Cornell Notes	8.RL.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	What inferences can you draw from different texts?	I will be able to analyze a variety of texts. I will be able to draw inferences from the text. I will be able to find evidence to support the text.	Inferences References Main idea
Q2 Textbook Internet StudySinc	8.RL.2 Determine theme or central idea of a text and analyze its development over the course of the text, including its relationship to the character, setting, and plot.	How can you determine theme after analyzing a story?	I will be able to determine the main idea in a text. I will be able to analyze a text and its relationship to supporting evidence. I will be able to provide a summary of a text.	Drama Folktales Expository text Narratives/narration
Q2 Textbook Internet StudySinc	8.RL.10 By the end of the year read and comprehend literature including stories, drama, and poems at the high end of the text complexity band independently and proficiently.	How will using the elements of literature help you comprehend stories?	I will be able to comprehend a story using the elements of literature. I will be able to summarize different genres of literature.	Poetry Characters

Q2 Textbook Internet	8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on the meaning and tone including analogies or allusions to other texts.	How can the use of words used in a text have impact on meaning and tone?	I will be able to determine figurative and literal meanings in a text. I will be able to identify and determine connotative and denotative meanings in a text.	
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Q2 Textbook Internet Peg Writing	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept	How can analyzing structure develop and refine a key concept?	I will explain why a specific paragraph is structured in a specific way. I will explain how each sentence in a paragraph helps to develop, and refine the topic of a paragraph. Students will read the text. Students will analyze the text.	Main Characters Secondary Characters Characterization Primary source
Q2 Peg Writing Textbook Internet	8.W.2 Write an informative/explanatory texts to explain a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (A thru F)	How will you use concepts and information to write an informative text?	Students will write and informative texts based on a thesis. (expository, descriptive, essay, report, summary, paragraph, etc.)	Secondary source Plot
Q2 Journal Writing Textbook Internet	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant, descriptive detail and well structured events. (A thru E)	How will I real or imagined experiences to write a narrative?	I will write personal narratives. I will use a specific format to effectively organize my narratives.	Sequencing Rhyme
Q2 Peg Writing	8.W.4 Produce clear and coherent writing in which the development organization and style	How will you write a clear and coherent essay	I will construct a timeline. I will construct charts and graphs.	Rhythm

Textbook Internet	are appropriate to task, purpose and audience. (A)	appropriate to task, purpose and audience?	I will keep a record of observations, notes, questions, etc.	Repetition
Q2 Textbook Internet	8.W.6 Use Technology including the internet to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.	How will you use technology to produce and publish writing and present information?	I will use a variety of digital tools to communicate and collaborate with my peers for the purpose of producing work or to solve a problem.	

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Q2 Cornell Notes Textbook Internet	8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	How will you draw information from literary or informational texts?	I will be able to analyze informational text. I will be able to provide evidence to support informational texts.	Opinion Prefixes
Q2 Journal Writing Textbook Internet	8.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single day sitting or two) for a range of disciplined tasks, purposes and audiences.	How will writing over a timed period help me reflect and revise your writing?	I will write daily in my journal for ten minutes. (narratives, reflection, revision, etc.)	Suffixes Root word
Q2 Textbook Internet Peg Writing	8.W.4 Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (A)	How will you write a clear and coherent essay appropriate to task, purpose and audience?	I will construct a timeline. I will construct charts and graphs. I will keep a record of observations, notes, questions, etc.	Sentence Fluency Literal meanings
Q2 Peg Writing Textbook Internet	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	What can revision of written work help the progression of clearer ideas?	I will be able to use the writing process to edit, revise, and publish my writing.	Sonnet Alliteration

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Q2 Internet	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	How will I effectively collaborate in a discussion with a diverse group of people?	I will participate in discussion in a range of grade 8 topics. I will ask questions in response to others' questions. I will respond to others with relevant comments and ideas.	Motives Audience Purpose
Q2 Internet	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	How will I analyze information presented in diverse media?	I will analyze information presented in media. I will evaluate the motive in a presentation.	Analyze Media Commercial
Q2 Internet	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	How will I identify relevant and irrelevant evidence in an argument?	I will be able to identify relevant and irrelevant information in an argument.	Relevant Irrelevant Argument

Q2 Internet	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; using appropriate eye contact, adequate volume and clear pronunciation.	How will I emphasize and present findings in a coherent manner?	I will be able to present information. I will be able to recite poetry with appropriate volume and eye contact.	Political
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Q2 Internet	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	How will I use multimedia to present information?	I will use multimedia to present information.	
Q2 Internet	8.SL.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.	How will I demonstrate formal English when speaking?	I will demonstrate formal English by speaking when indicated.	

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Q3 Cornell Notes Textbook Internet Studysinc	8.RL.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	What inferences can I find from different texts?	I will be able to analyze a variety of texts. I will be able to draw inferences from the text. I will be able to find evidence to support the text.	Persuasive strategies Bandwagon Testimonial
Q3 Textbook Internet Studysinc	8.RL.10 By the end of the year read and comprehend literature including stories, drama, and poems at the high end of the text complexity band independently and proficiently.	How will using the elements of literature help to comprehend stories?	I will be able to comprehend a story using the elements of literature. I will be able to summarize different genres of literature.	Loaded words Figurative language Compare and Contrast
Q3 Textbook Internet	8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on the	How can the use of words in a text have impact on tone?	I will be able to determine figurative and literal meanings in a text.	Opinion

	meaning and tone including analogies or allusions to other texts.		I will be able to identify and determine connotative and denotative meanings in a text.	Bias Pros/Cons
Q3 Peg Writing Textbook Internet	8.W.2 Write an informative/explanatory texts to explain a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (A thru F)	How will you use concepts and information to write an informative text?	Students will write and informative texts based on a thesis. (expository, descriptive, essay, report, summary, paragraph, etc.)	Primary Source Secondary Source

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q3 Textbook Internet Journal Writing	8.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant, descriptive detail and well structured events. (A thru E)	How will you use real or imagined events to write a narrative?	I will write personal narratives. I will use a specific format to effectively organize my narratives.	Inferences References
Q3 Peg Writing Textbook Internet	8.W.4 Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (A)	How will you write a clear and coherent essay appropriate to task, purpose and audience?	I will construct a timeline. I will construct charts and graphs. I will keep a record of observations, notes, questions, etc.	Evidence Argument
Q3 Textbook Internet	8.W.6 Use Technology including the internet to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others	How will you use technology to publish writing and present information?	I will use a variety of digital tools to communicate and collaborate with my peers for the purpose of producing work or to solve a problem.	Conflicting Information Logical Evidence Sentence Fluency

Q3 Journal Writing Textbook Internet Peg Writing	8.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single day sitting or two) for a range of disciplined tasks, purposes and audiences.	How will writing over a timed period help you to reflect and revise your writing?	I will write daily in my journal for ten minutes. (narratives, reflection, revision, etc.)	Tone Organization Paraphrasing
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Q3 Textbook Internet Studysinc	8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	How will you determine relevant and irrelevant information in a text?	I will be able to evaluate an argument in a text. I will be able to determine relevant and irrelevant information in a text.	Main idea Credibility Point of View
Q3 Textbook Internet	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	How will you analyze and identify conflicting information in a text?	I will read two texts with conflicting information. I will identify contradiction information. I will analyze and interpret conflicting texts.	Position/stand Prefixes Suffixes
Q3 Textbook Internet Peg Writing	8.W.1 Write arguments to support claims with clear reasons and relevant evidence. (A-E)	What reasons and relevant evidence will support an argument?	I will be able to write an argument. I will be able to support my argument with relevant evidence.	Root words Informational text
				Expository text

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q3 Textbook Internet	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	What can revision of a written work help the progression of clearer ideas?	I will be able to use the writing process to edit, revise, and publish my writing.	
Q3 Textbook Internet	8.W.6 Use Technology including the internet to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.	How will you use technology to publish writing and present information?	I will use a variety of digital tools to communicate and collaborate with my peers for the purpose of producing work or to solve a problem.	
Q3 Peg Writing Textbook Internet	8.L.1 Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking. (A-E)	How will I use the standard conventions of English when writing or speaking?	I will effectively use the conventions of standard English grammar when speaking and writing.	
Q3 Peg Writing Textbook Internet	8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (A-C)	How will I use capitalization, punctuation and spelling in writing?	I will use the standard English grammar in formal and informal writing.	

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Q3 Textbook Internet	8.L.4 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. (A-D)	How will you determine or clarify the meaning of unknown words and concepts using different strategies?	I will know the origin of specific vocabulary words. I will correctly spell words using their origin.	
Q3 Textbook Internet	8.L.6 Acquire and use accurately grade-appropriate and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	How can I use vocabulary to better comprehend texts?	I will be able to determine the meaning of content words. I will be able to determine the meaning of content concepts and phrases. I will be able to determine the meaning of content words. I will be able to determine the meaning of content concepts and phrases.	

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Q3 Internet	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	How will I effectively collaborate in a discussion with a diverse group of people?	I will participate in discussion in a range of grade 8 topics. I will ask questions in response to others' questions. I will respond to others with relevant comments and ideas.	Motives Audience Purpose
Q3 Internet	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	How will I analyze information presented in diverse media?	I will analyze information presented in media. I will evaluate the motive in a presentation.	Analyze Media Commercial
Q3 Internet	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when Irrelevant evidence is introduced.	How will I identify relevant and irrelevant evidence in an argument?	I will be able to identify relevant and irrelevant information in an argument.	Relevant Irrelevant Argument
Q3 Internet	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; using appropriate	How will I emphasize and present findings in a coherent manner?	I will be able to present information. I will be able to recite poetry with appropriate volume and eye contact.	Political

	eye contact, adequate volume and clear pronunciation.			
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Q3 Internet	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	How will I use multimedia to present information?	I will use multimedia to present information.	
Q3 Internet	8.SL.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.	How will I demonstrate formal English when speaking?	I will demonstrate formal English by speaking when indicated.	

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Q4 Textbook Internet	8.RI.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 the meaning and tone including analogies or allusions to other texts.	What is the meaning of the different figures of speech?	I will be able to determine figurative and literal meanings in a text. I will be able to identify and determine connotative and denotative meanings in a text.	Analogies Allusions Compare and contrast Main idea
Q4 Textbook Internet	8.RL.5 Compare and Contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	How will you compare and contrast the structure of two texts?	I will compare and contrast the format of two or more texts and explain how the structure effects meaning and style.	Evidence Connotative meanings
Q4 Textbook Internet Studysinc	8.RI.2 Determine the 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.	What is the main idea of a text?	I will be able to determine the main idea in a text. I will be able to analyze a text and its relationship to supporting evidence. I will be able to provide a summary of a text.	Denotative meanings Figurative Language Point of view
Q4 Textbook Internet	8.RI.3 Analyze how a text makes connections and distinctions between individuals, ideas or events (e.g. through comparisons, analogies, or categories.)	How will analyzing a text help you make connections?	I will be able to explain how a text makes connections between individuals, ideas and events.	Conflicting information Textual Structure

Students will read informational articles and texts.

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Q4 Textbook Internet	8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning, and tone, including analogies or allusions to other texts.	What is the meaning of different figures of speech?	I will be able to determine figurative and literal meanings in a text. I will be able to identify and determine connotative and denotative meanings in a text.	Sentence Fluency Point of view Evidence Conflicting Information
Q4 Textbook Internet	8.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	How can analyzing structure develop and refine a key concept?	I will explain why a specific paragraph is structured in a specific way. I will explain how each sentence in a paragraph helps to develop, and refine the topic of a paragraph. Students will read the text. Students will analyze the text.	Factual Information Historical Non-fiction Fiction Relevance
Q4 Textbook Internet StudySinc	8.RI.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.	What is the purpose of a text?	I will read a text in which the author presents more than one point of view	Prefixes Suffixes
Q4 Textbook Internet	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	How will you analyze and identify conflicting information in a text?	I will read two texts with conflicting information. I will identify contradiction information.	Root words

			I will analyze and interpret conflicting texts.	
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Q4 Cornell Notes Textbook Internet	8.RI.10 By the end of the year, read and comprehend literary nonfiction at the high end of the 6-8 text complexity band independently and proficiently.	How will you independently and proficiently comprehend non-fiction?	I will be able to independently comprehend and summarize nonfiction text.	Functional text Legends Bias
Q4 Peg Writing Textbook Internet	8.W.2 Write an informative/explanatory texts to explain a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (A thru F)	How will you use key concepts and information to write and informative essay?	Students will write and informative texts based on a thesis. (expository, descriptive, essay, report, summary, paragraph, etc.)	Author's purpose Search engine
Q4 Peg Writing Textbook Internet	8.W.4 Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (A)	How will you write a clear and coherent essay appropriate to task, purpose and audience?	I will construct a timeline. I will construct charts and graphs. I will keep a record of observations, notes, questions, etc.	Formatting Paraphrasing
Q4 Textbook Internet Peg Writing	8.W.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.	What can revision of written work help the progression of clearer ideas?	I will be able to use the writing process to edit, revise, and publish my writing.	Text analysis

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q4 Textbook Internet	8.W.6 Use Technology including the internet to produce and publish writing and present the relationship between information and ideas efficiently as well as to interact and collaborate with others.	How will you use technology to publish writing and present information?	I will use a variety of digital tools to communicate and collaborate with my peers for the purpose of producing work or to solve a problem.	
Q4 Textbook Internet	8.W.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.	What sources will you use to cite and support relevant information?	I will gather information from a variety of sources. I will predict effective keywords and phrases to use in information searches. I will use quotations and be able to paraphrase information.	
Q4 Textbook Internet	8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	How will draw you evidence from literary and informational texts to support your research?	I will be able to analyze informational text. I will be able to provide evidence to support informational texts.	
Q4 Textbook Internet Journal Writing	8.W.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single day	How will writing over a timed period help you to reflect and revise your writing?	I will write daily in my journal for ten minutes. (narratives, reflection, revision, etc.)	

	sitting or two) for a range of disciplined tasks, purposes and audiences.			
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q4 Textbook Internet	8.SL.1 Engage effectively in a range of collaborative discussions (on-to-one, in groups, teacher-led) with diverse partners on grade 8 topic, texts, and issues, building on others ideas and expressing their own clearly. (A-D)	How can you effectively collaborate and express your ideas?	I will be able to compare and contrast setting, characters, plot and themes in various readings.	
Q4 Textbook Internet	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally and evaluate the motives (e.g. social, commercial, political) behind its presentation.	What is the purpose of analyzing information in diverse media?	I will observe a variety of art, illustrations and ads etc. I will evaluate the motives behind the art, illustrations, etc. I will write a reflection in my journal.	
Q4 Textbook Internet	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of reason and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	How will you delineate an argument to determine relevant and irrelevant information?	I will be able to determine contradiction in a text, poem, story. I will be able to explain how the contradiction contributes to meaning. I will be able to write a reflection in my journal.	
Q4 Textbook	8.SL.4 Integrate multimedia and visual displays into presentations to clarify information,	What multimedia & visual displays will you	I will be able to use a variety of media to create displays and	

Internet	strengthen claims and evidence, and add interest.	use to present information?	presentations. I will be able to use media to provide evidence and support.
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q4 Peg Writing Textbook Internet	8.L.1 Demonstrate command of the conventions of standard English grammar and usage when speaking. ((A-D)	How will you use conventions of standard English in reading and writing?	I will effectively use the conventions of standard English grammar when speaking and writing.	
Q4 Peg Writing Textbook Internet	8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (A-C)	How will you use capitalization, punctuation and spelling in writing?	I will use the standard English grammar in formal and informal writing.	
Q4 Peg Writing Textbook Internet	8.L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. (A)	How will you use your knowledge of language when writing, speaking and reading?	I will effectively use conventions in writing, speaking and when listening.	

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q4 Internet	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	How will I effectively collaborate in a discussion with a diverse group of people?	I will participate in discussion in a range of grade 8 topics. I will ask questions in response to others' questions. I will respond to others with relevant comments and ideas.	Motives Audience Purpose
Q4 Internet	8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	How will I analyze information presented in diverse media?	I will analyze information presented in media. I will evaluate the motive in a presentation.	Analyze Media Commercial
Q4 Internet	8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	How will I identify relevant and irrelevant evidence in an argument?	I will be able to identify relevant and irrelevant information in an argument.	Relevant Irrelevant Argument
Q4 Internet	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; using appropriate eye contact, adequate volume and clear pronunciation.	How will I emphasize and present findings in a coherent manner?	I will be able to present information. I will be able to recite poetry with appropriate volume and eye contact.	Political

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Q4 Internet	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.	How will I use multimedia to present information? COMMUNICATION	I will use multimedia to present information.	
Q4 Internet	8.SL.6 Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate.	How will I demonstrate formal English when speaking?	I will demonstrate formal English by speaking when indicated.	

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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)

2015-2016