

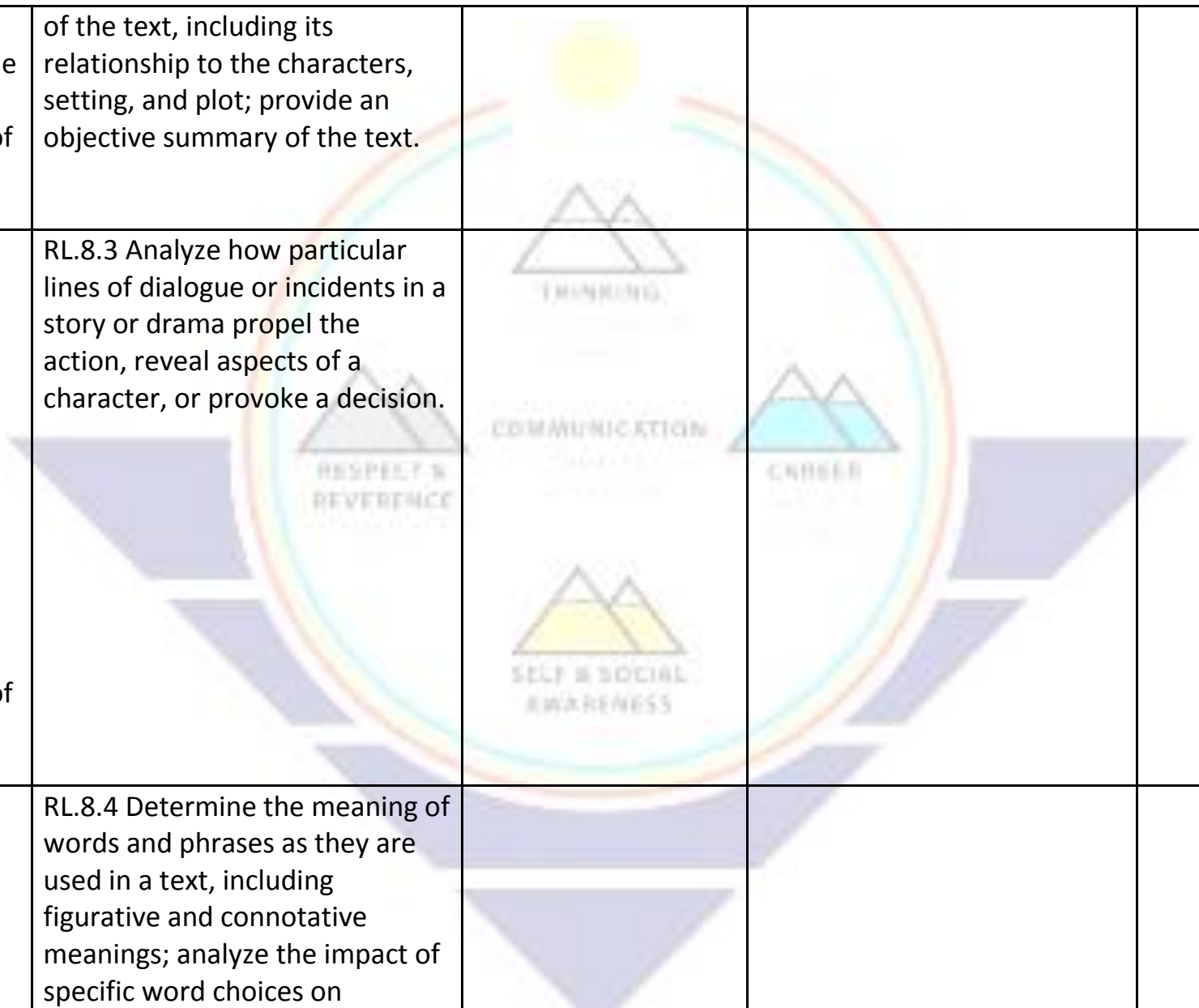
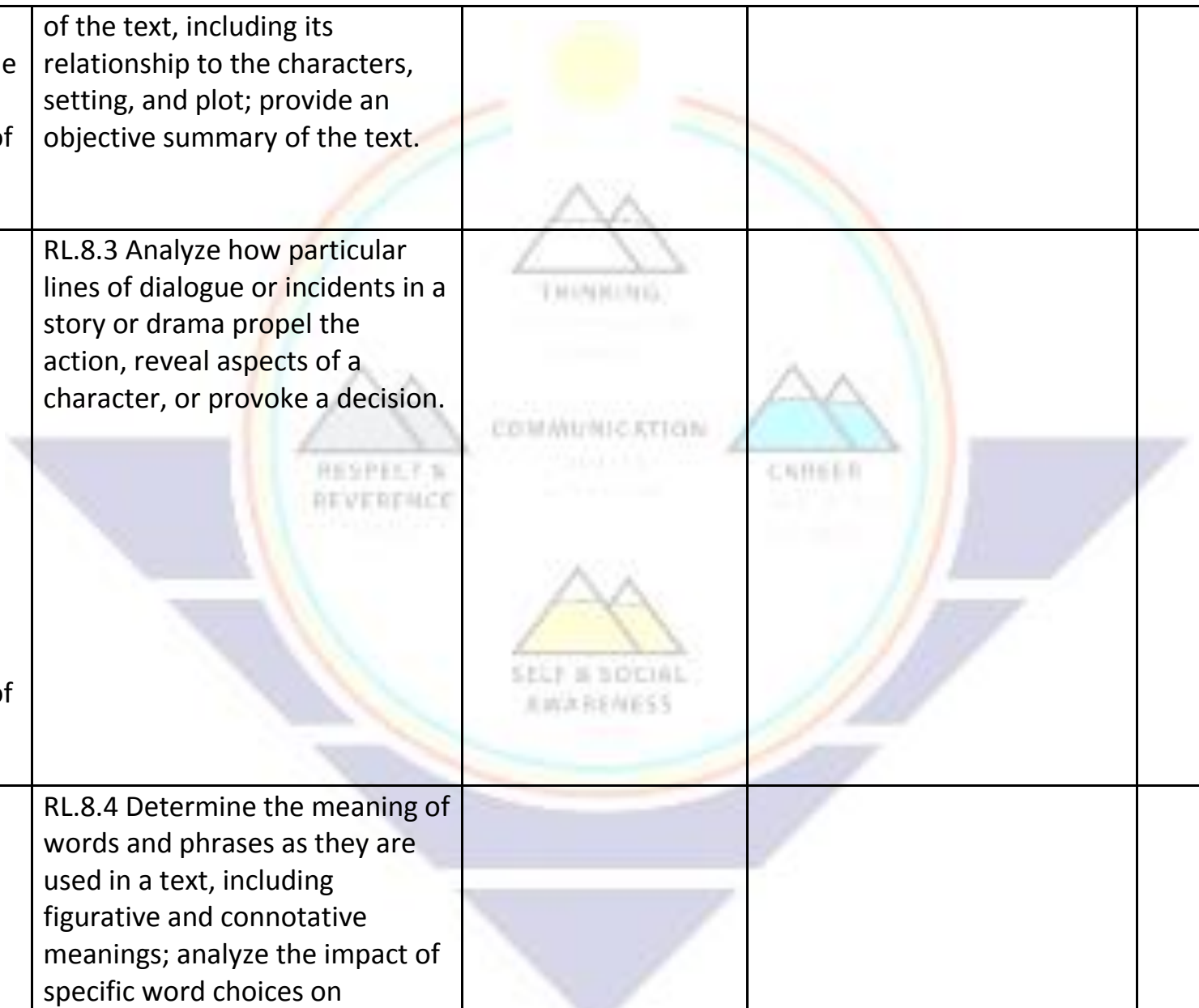
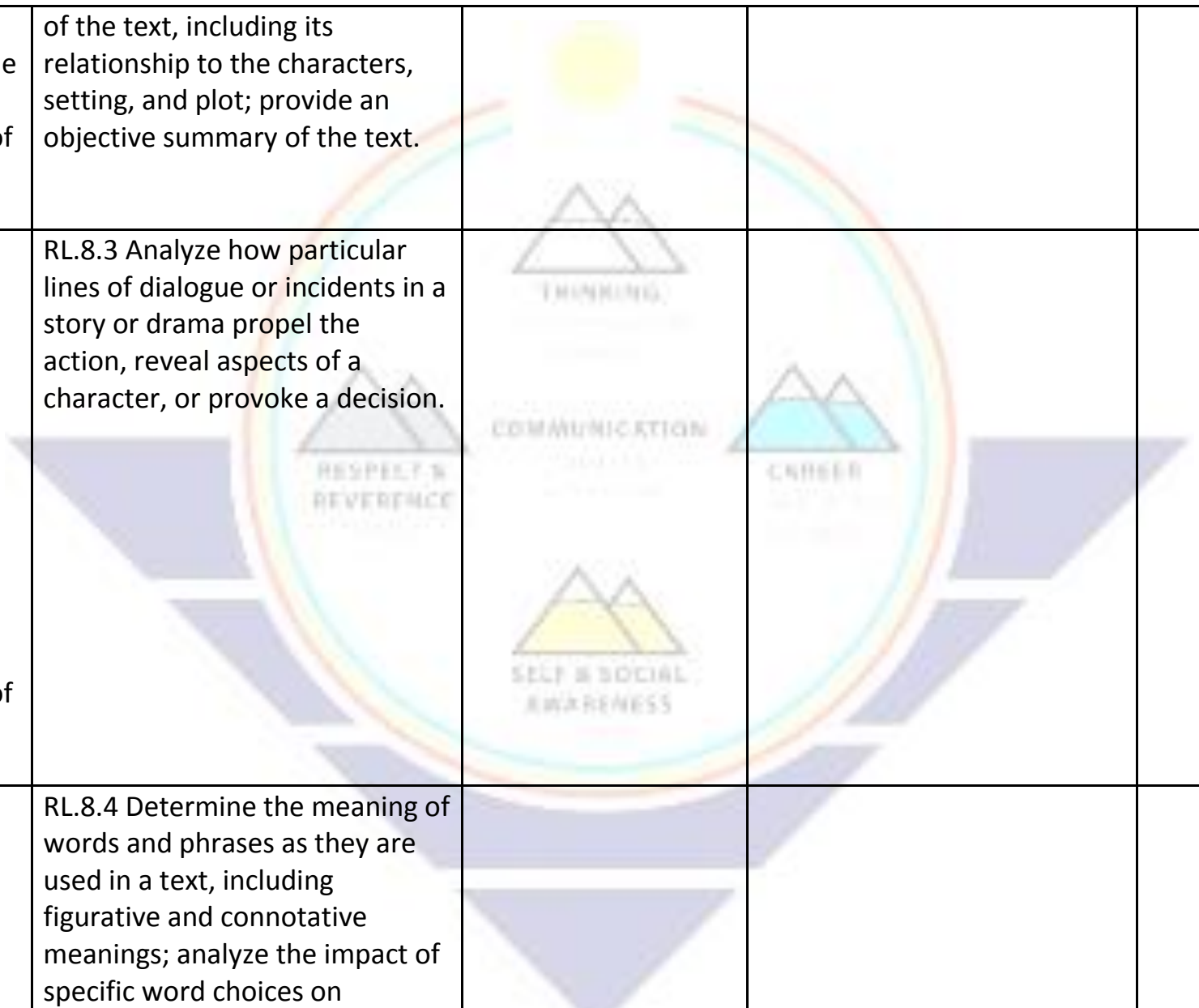




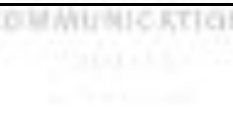


Ganado Unified School District #20

(7th Grade Honors ELA) 8th grade standards are higher level versions of 7th grade standards, so this class will use those, except where there is no replacement.

PACING Guide SY 2016-2017







Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with "Sorry, Wrong Number") Textual Evidence Skill (goes with "Cujo") Textual Evidence Skill (goes with "The Tell-Tale Heart") Textual Evidence	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.			
Skill (goes with "The	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course			

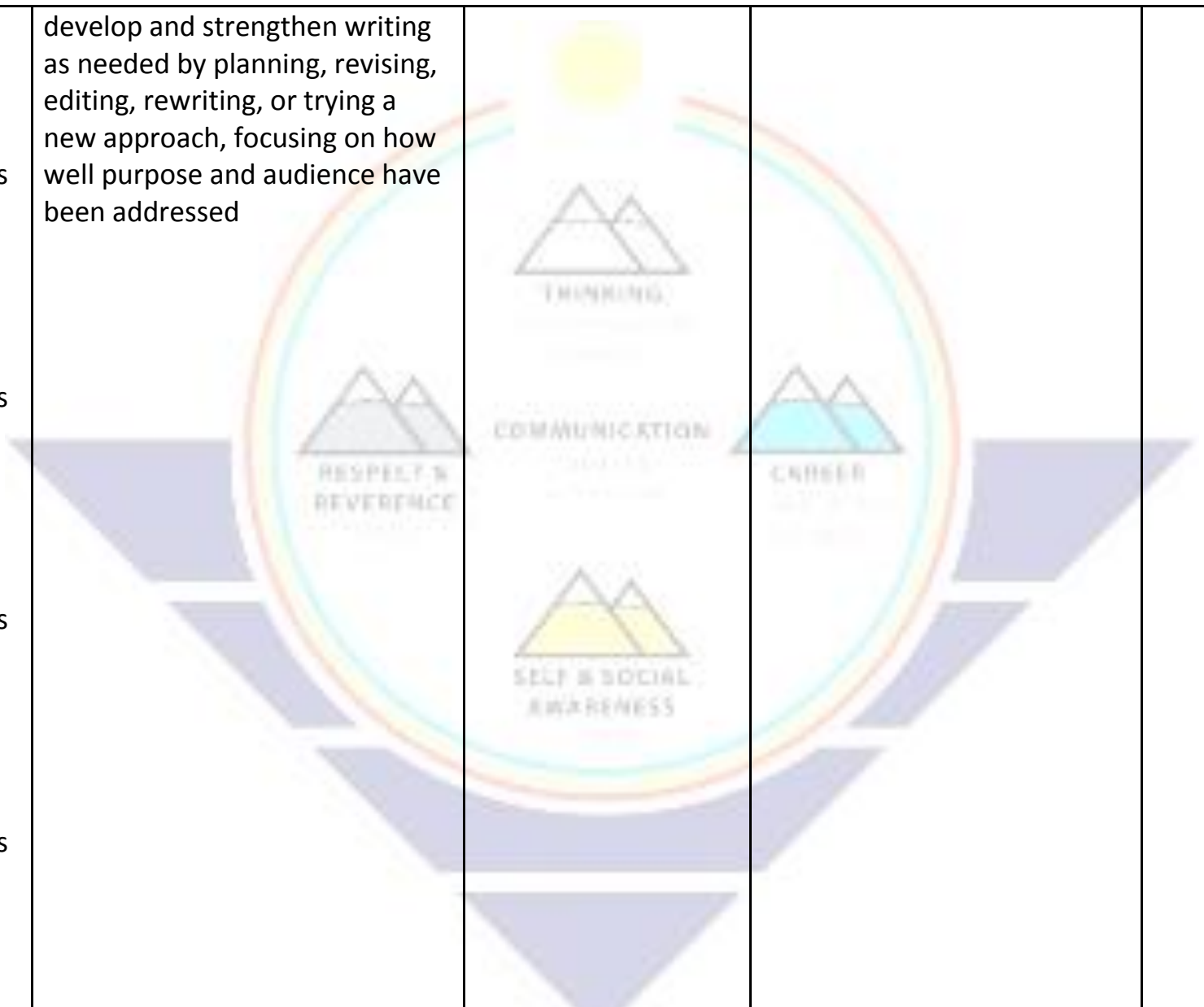
<p>Monkey's Paw") Theme Skill (goes with "Lord of the Flies") Theme</p>	<p>of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>			
<p>Skill (goes with "The Monkey's Paw") Story Elements Skill (goes with "Sorry, Wrong Number") Plot Skill (goes with "Lord of the Flies") Character</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>Skill (goes with "Annabel Lee") Poetic Elements</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</p>			







<p>Skill (goes with “The Bells”) Poetic Elements</p>	<p>meaning and tone, including analogies or allusions to other texts.</p>			
<p>This standard will be addressed throughout the quarter.</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>Skill (goes with “Let ‘Em Play God”) Author’s Purpose and Author’s Point of View Skill (goes with “Violence in the Movies”) Author’s Purpose and Author’s Point of View</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>Skill (goes with “A Night to Remember”) Author’s Purpose and Author’s Point of View</p> <p>Skill (goes with “Ten Days in a Mad-House”) Author’s Purpose and Author’s Point of View</p>				
<p>This skill will be covered throughout the quarter.</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>Skill (goes with Extended Writing Project) Introductions</p>	<p>8.W.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event</p>			







	sequence that unfolds naturally and logically.			
Skill (goes with Extended Writing Project) Descriptive Details Skill (goes with Extended Writing Project) Writing Dialogue	8.W.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.			
Skill (goes with Extended Writing Project) Narrative Techniques and Sequencing Skill (goes with	8.W.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.			




Extended Writing Project) Transitions				
Skill (goes with Extended Writing Project) Descriptive Details	8.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
Skill (goes with Extended Writing Project) Conclusions	8.W.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.			
Blast (goes with Extended Writing Project) Audience and Purpose	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Lesson (goes with	8.W.5 With some guidance and support from peers and adults,			

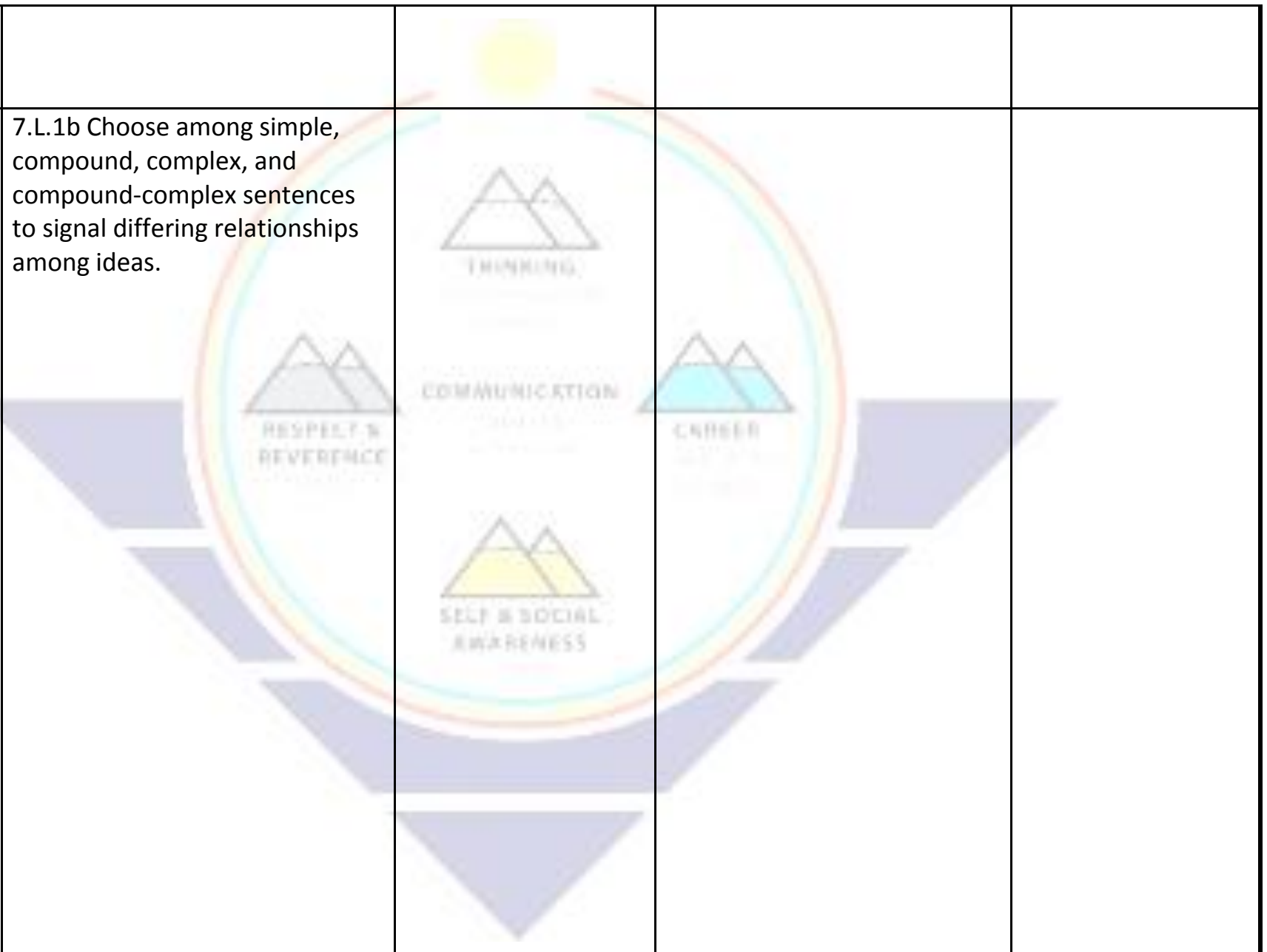
<p>Extended Writing Project) Prewrite Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing Project) Draft Lesson (goes with Extended Writing Project) Revise Lesson (goes with Extended Writing Project)</p>	<p>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>			
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Edit, Proofread, and Publish				
This standard will be addressed throughout the quarter.	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
This Standard will be addressed through group work and through the Research Project.	8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.			
This Standard will be addressed through group work and through the Research Project.	8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.			




<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>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.</p>			
<p>This Standard will be addressed</p>	<p>8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the</p>			

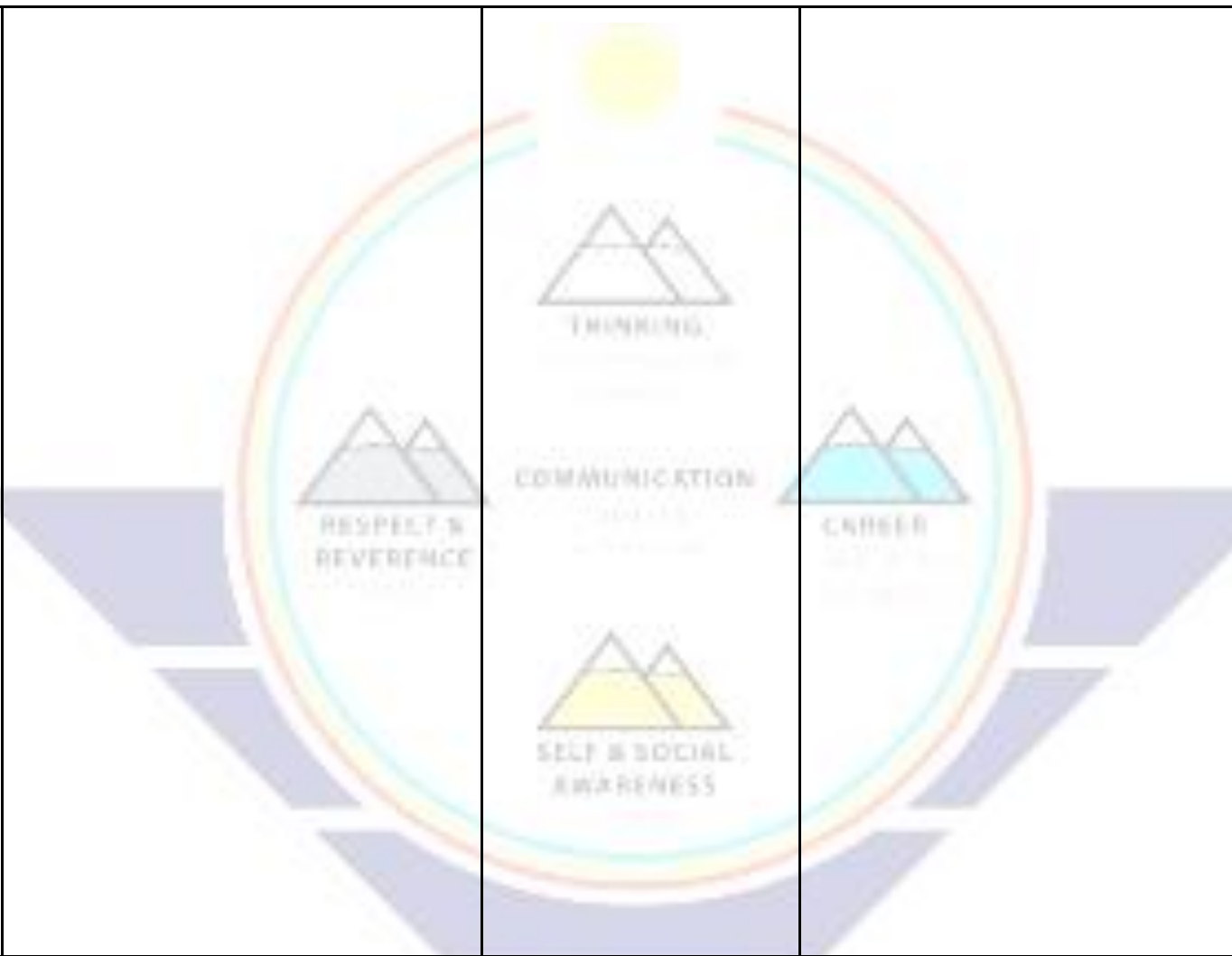

<p>through group work and through the Research Project.</p>	<p>reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.4a 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.</p>			
<p>This Standard will be addressed through group work and through</p>	<p>8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			

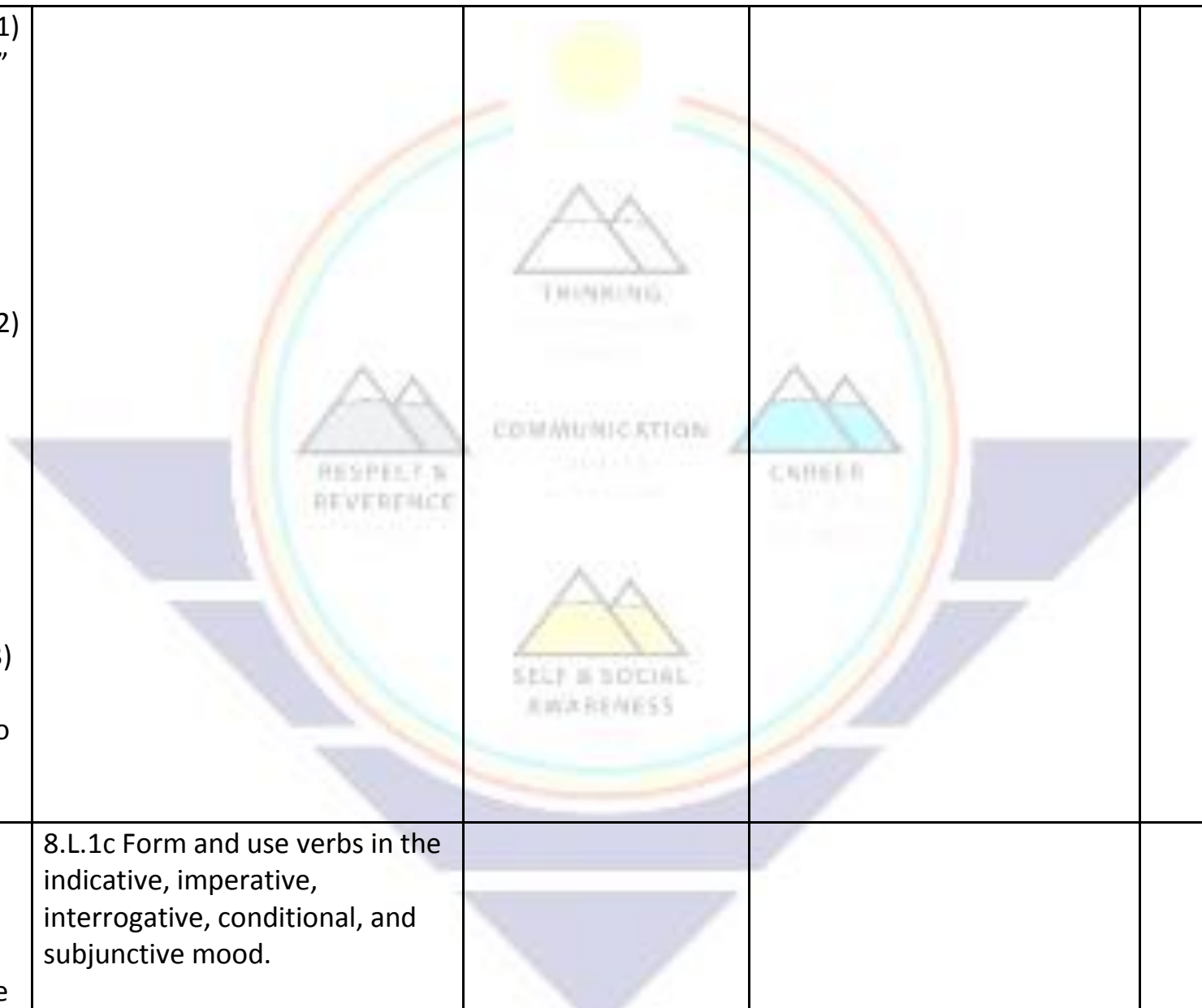
the Research Project.				
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
7 th Grade Grammar Handbook Unit 7: Clauses and Complex Sentences P. 16: Definition of phrases In each part of speech, there is a different type of phrase as well, incl.	7.L.1a Explain the function of phrases and clauses in general and their function in specific sentences.			





<p>noun, verb, preposition, etc.</p>				
<p>7th Grade Grammar Handbook Unit 7: Clauses and Complex Sentences Main Clauses are discussed first with regards to simple and compound sentences while Subordinate Clauses are discussed second with complex and compound-complex sentences. Grammar Practice</p>	<p>7.L.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>			






<p>(Extended Writing Project 7th grade Unit 4) Using Adjective Clauses to Combine Sentences</p>				
<p>7th grade Grammar Handbook, adjectives and adverbs, adjective phrases and clauses, adverb phrases and clauses Grammar Practice (Body Paragraphs and Transitions, Extended Writing</p>	<p>7.L.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>			






<p>Project 7th grade, Unit 3) Misplaced and Dangling Modifiers Grammar Practice (Extended Writing Project 7th grade Unit 4) Identifying Modifiers</p>				
<p>7th grade Student Edition Handbook 20.4 Editing Grammar Practice (Barrio Boy, Unit 1 of 7th grade) Punctuating Coordinate Adjectives Grammar Practice (The</p>	<p>7.L.2a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p>			

<p>Wise Old Woman, Unit 2 of 7th grade) Coordinate Adjectives Grammar Practice (Freak the Mighty, Unit 4 of 7th Grade) Grammar Handout (Descriptive Details, Extended Writing Project 7th grade, Unit 2) Using Coordinate Adjectives</p>				
<p>Grammar Practice (Extended Writing Project 7th</p>	<p>7.L.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>			

<p>grade, Unit 1) Using “Only” Correctly Grammar Practice (Extended Writing Project 7th grade, Unit 2) Omitting Needless Words Grammar Practice (Extended Writing Project 7th grade Unit 3) Combining Sentences to Eliminate Repetition</p>				
<p>Grammar Practice (goes with First Read: The Tell-Tale</p>	<p>8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>			

<p>Heart) Verb Moods Grammar Practice (goes with Extended Writing Project: Revise) Verb Moods Review</p>				
<p>Grammar Practice (goes with Let 'Em Play God) Spelling the Suffixes -ible and -able Grammar Practice (goes with Violence in the Movies) Words Often Confused Vocabulary Review (goes</p>	<p>8.L.2c Spell correctly.</p> 			




<p>with A Night to Remember) Grammar Practice (goes with Extended Writing Project) Words Often Confused</p>				
<p>First Read: Let 'Em Play God questions</p>	<p>8.L.4a 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>Skill (goes with The Tell-Tale Heart) Greek and Latin Affixes and Roots</p>	<p>8.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p>			
<p>Skill (goes with Let 'Em Play God)</p>	<p>8.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and</p>			

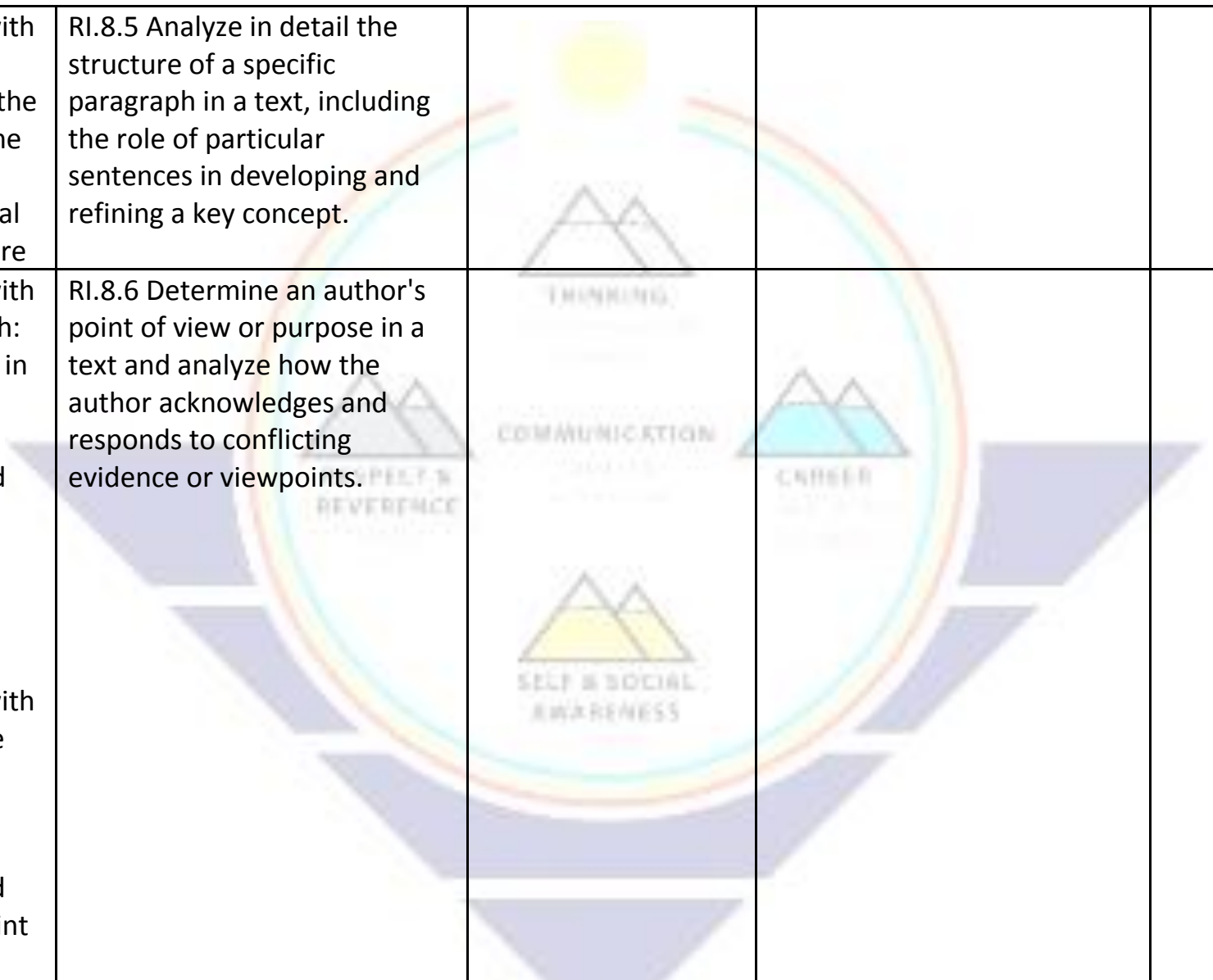
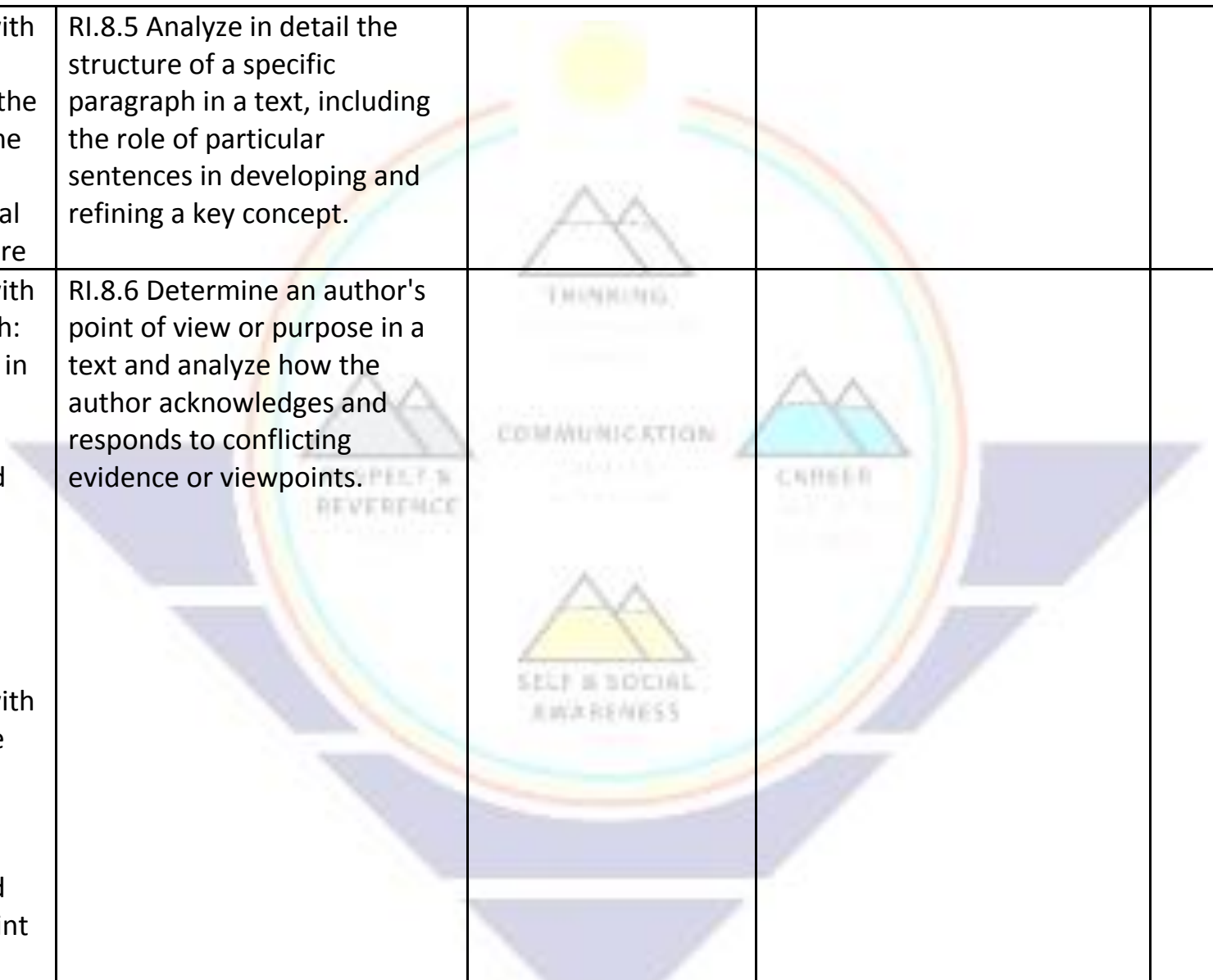
<p>Word Meaning Vocabulary (goes with The Tell-Tale Heart)</p>	<p>digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			
<p>Vocabulary (goes with Let 'Em Play God) Vocabulary (goes with The Tell-Tale Heart)</p>	<p>8.L.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>			
<p>This standard will be done throughout the quarter</p>	<p>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.</p>			





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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with "The Diary of Anne Frank: A Play") Theme	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.	COMMUNICATION	CAREER	
Skill (goes with "The Diary of Anne Frank: A Play") Dramatic Elements Skill (goes with "The Boy in the Striped Pajamas: A Fable")	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.	SELF & SOCIAL AWARENESS		





Character				
Skill (goes with “The Boy in the Striped Pajamas: A Fable”) Point of View	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.	THINKING		
Skill (goes with “The Diary of Anne Frank: A Play”) Media	RL.8.7 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.	COMMUNICATION	CAREER	
This standard will be covered throughout the quarter	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.	SELF & SOCIAL AWARENESS		
Skill (goes with “Blood, Toil, Tears, and Sweat”)	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says			



Textual Evidence	explicitly as well as inferences drawn from the text.			
Skill (goes with “Blood, Toil, Tears, and Sweat”) Central or Main Ideas	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
Skill (goes with “Anne Frank: The Diary of a Young Girl”) Informational Text Elements Skill (goes with “Hitler Youth: Growing Up in Hitler’s Shadow”) Informational Text Elements Skill (goes with “Parallel Journeys”) Informational Text Elements	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>Skill (goes with “Remarks in Memory of the Victims of the Holocaust”) Informational Text Structure</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>Skill (goes with “Hitler Youth: Growing Up in Hitler’s Shadow”) Reasons and Evidence First Read (Parallel Journeys) Question 3 Skill (goes with “Nobel Prize Acceptance Speech”) Author’s Purpose and Author’s Point of View</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>Skill (goes with “Dear Miss Breed”) Media Skill (goes with “Nobel Prize Acceptance Speech”) Media</p>	<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>			
<p>Skill (goes with “Teaching History Through Fiction”) Arguments and Claims Skill (goes with “Hitler Youth: Growing Up in Hitler’s Shadow”) Reasons and Evidence</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>Skill (goes with Teaching History)</p>	<p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where</p>			

Through Fiction) Compare and Contrast	the texts disagree on matters of fact or interpretation.			
This skill will be covered throughout the quarter.	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.			
Skill (goes with Extended Writing Project) Thesis Statement Skill (goes with Extended Writing Project) Introductions and Conclusions	8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.			
Skill (goes with Extended Writing Project)	8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and			





Organize Argumentative Writing Skill (goes with Extended Writing Project) Supporting Details	demonstrating an understanding of the topic or text.			
Extended Writing Project	8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.			
Blast: Audience, Style, and Purpose	8.W.1d Establish and maintain a formal style.			
Skill (goes with Extended Writing Project) Introductions and Conclusions	8.W.1e Provide a concluding statement or section that follows from and supports the argument presented.			
Blast (goes with Extended	8.W.4 Produce clear and coherent writing in which the			






<p>Writing Project) Audience and Purpose</p>	<p>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>Lesson (goes with Extended Writing Project) Prewrite Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing Project) Draft Lesson (goes with Extended Writing Project) Revise Lesson (goes with Extended Writing Project)</p>	<p>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</p>	  		





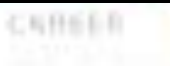

<p>Writing Project) Edit, Proofread, and Publish</p>				
<p>This standard will be addressed throughout the quarter.</p>	<p>8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>			
<p>This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.</p>	<p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			
<p>Skill (goes with Extended</p>	<p>8.W.8 Gather relevant information from multiple print and digital sources, using</p>			







<p>Writing Project) Sources and Citations</p>	<p>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>This standard will be addressed throughout the quarter.</p>	<p>8.W.9a 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").</p>			
<p>This standard will be addressed throughout the quarter.</p>	<p>8.W.9b 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;</p>			





	recognize when irrelevant evidence is introduced").			
This standard will be addressed throughout the quarter.	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	THINKING		
This Standard will be addressed through group work and through the Research Project.	8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	COMMUNICATION	CAREER	
This Standard will be addressed through group work and through the Research Project.	8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SELF-SOCIAL AWARENESS		

<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>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.</p>			
<p>This Standard will be addressed</p>	<p>8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of</p>			

through group work and through the Research Project.	the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
This Standard will be addressed through group work and through the Research Project.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	 THINKING	 COMMUNICATION	 CAREER
This Standard will be addressed through group work and through the Research Project.	8.SL.4a 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.	 SELF & SOCIAL AWARENESS		
This Standard will be addressed through group	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims			

work and through the Research Project.	and evidence, and add interest.			
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
Grammar Practice (goes with "Dear Miss Breed") Verbs: Transitive and Intransitive	8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			
Grammar Practice (goes with Parallel Journeys) Active and Passive Voice Grammar Practice (goes	8.L.1b Form and use verbs in the active and passive voice.			

with Extended Writing Project) Using Active and Passive Voice				
Blast (goes with “Dear Miss Breed”) Transitions	8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			
Lessons that address verb moods	8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.*			
Grammar Practice (goes with Extended Writing Project)	8.L.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			
Grammar Practice (goes with “Parallel Journeys”) Using Active and Passive Voice	8.L.3a 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>Vocabulary (goes with "Hitler Youth: Growing Up In Hitler's Shadow")</p>	<p>8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>			
<p>This standard will be addressed throughout the quarter.</p>	<p>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.</p>	 <p>THINKING</p>	 <p>COMMUNICATION</p>	 <p>CAREER</p>











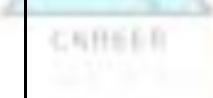

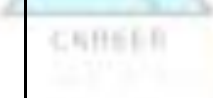
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with “Abuela Invents the Zero”) Theme	RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	COMMUNICATION	CAREER	
Skill (goes with “Abuela Invents the Zero”) Character Skill (goes with “Home”) Character Skill (goes with “Little Women”)	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.	SELF & SOCIAL AWARENESS		





Plot				
Skill (goes with “Mother to Son”) Tone	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.	THINKING		
Skill (goes with “Ode to Thanks”) Poetic Structure	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.	COMMUNICATION	CAREER	
Skill (goes with “The Adventures of Tom Sawyer”) Point of View	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.	SELF & SOCIAL AWARENESS		
Skill (goes with “The Adventures of Tom Sawyer”)	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs			





Media	from the text or script, evaluating the choices made by the director or actors.			
Skill (goes with "A Poison Tree") Allusion	RL.8.9 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.	THINKING		
This standard will be addressed throughout the quarter.	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.	COMMUNICATION	CAREER	
Skill (goes with "A Celebration of Grandfathers")	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	SELF-SOCIAL AWARENESS		






<p>Skill (goes with “Born Worker”) Allusion</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>Skill (goes with “Born Worker”) Story Structure</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>Skill (goes with “Mandatory Volunteer Work for Teenagers”) Author’s Purpose and Point of View Skill (goes with “Mandatory Volunteer</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>Work for Teenagers”) Reasons and Evidence</p>				
<p>Skill (goes with “Mandatory Volunteer Work for Teenagers”) Compare and Contrast</p>	<p>RI.8.9 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.</p>			
<p>This standard will be addressed throughout the quarter.</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>Skill (goes with Extended Writing Project) Thesis Statement Skill (goes with Extended Writing Project)</p>	<p>8.W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>			







Introductions				
Skill (goes with Extended Writing Project) Organize Argumentative Writing Skill (goes with Extended Writing Project) Supporting Details	8.W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	 THINKING	 COMMUNICATION	 CAREER
Blast (goes with Extended Writing Project) Transitions	8.W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	 SELF & SOCIAL AWARENESS		
Skill (goes with Extended Writing Project) Style	8.W.1d Establish and maintain a formal style.			
Skill (goes with Extended	8.W.1e Provide a concluding statement or section that			

Writing Project) Conclusions	follows from and supports the argument presented.			
Blast (goes with Extended Writing Project) Audience and Purpose	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Lesson (goes with Extended Writing Project) Prewrite Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing Project) Draft	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			

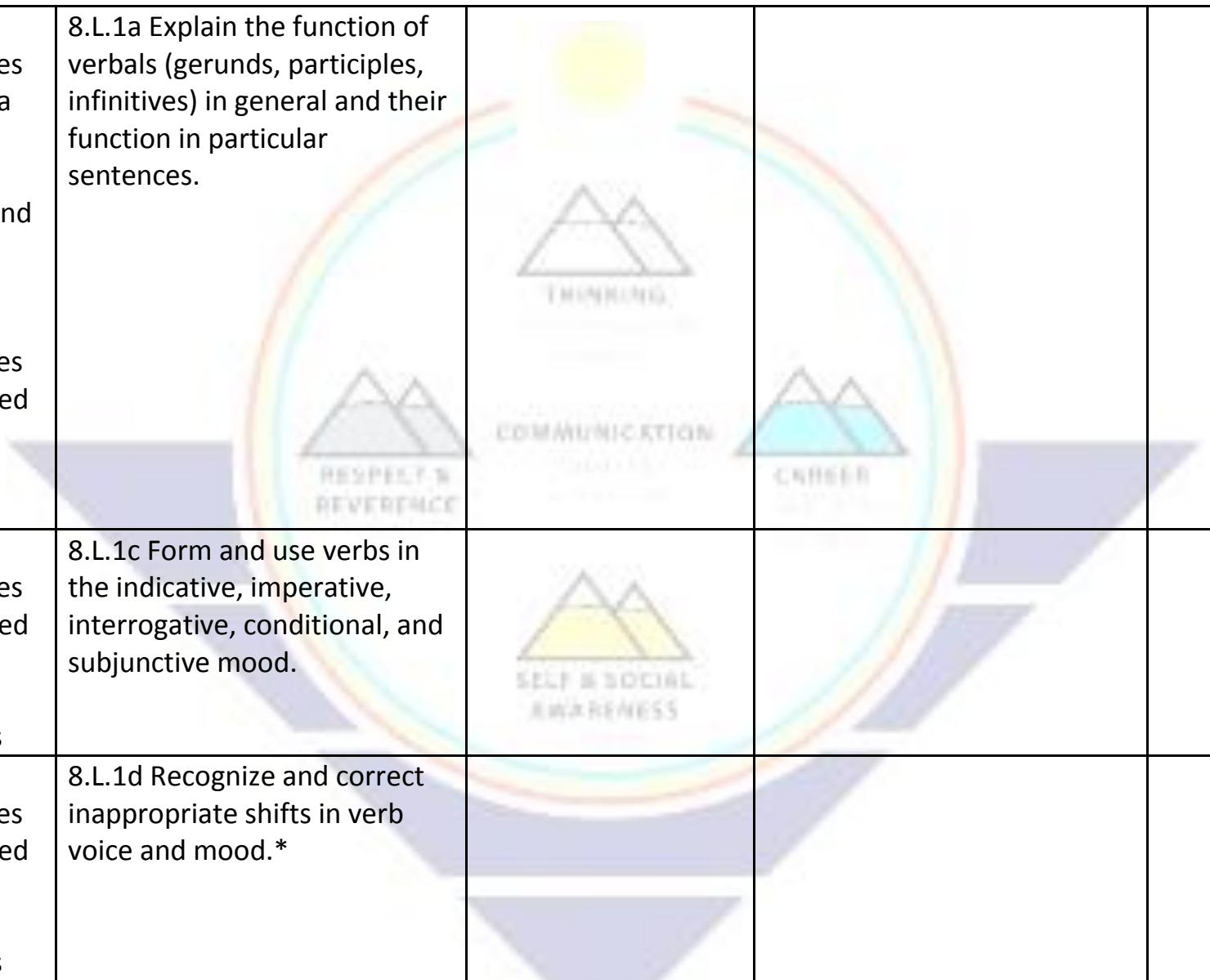
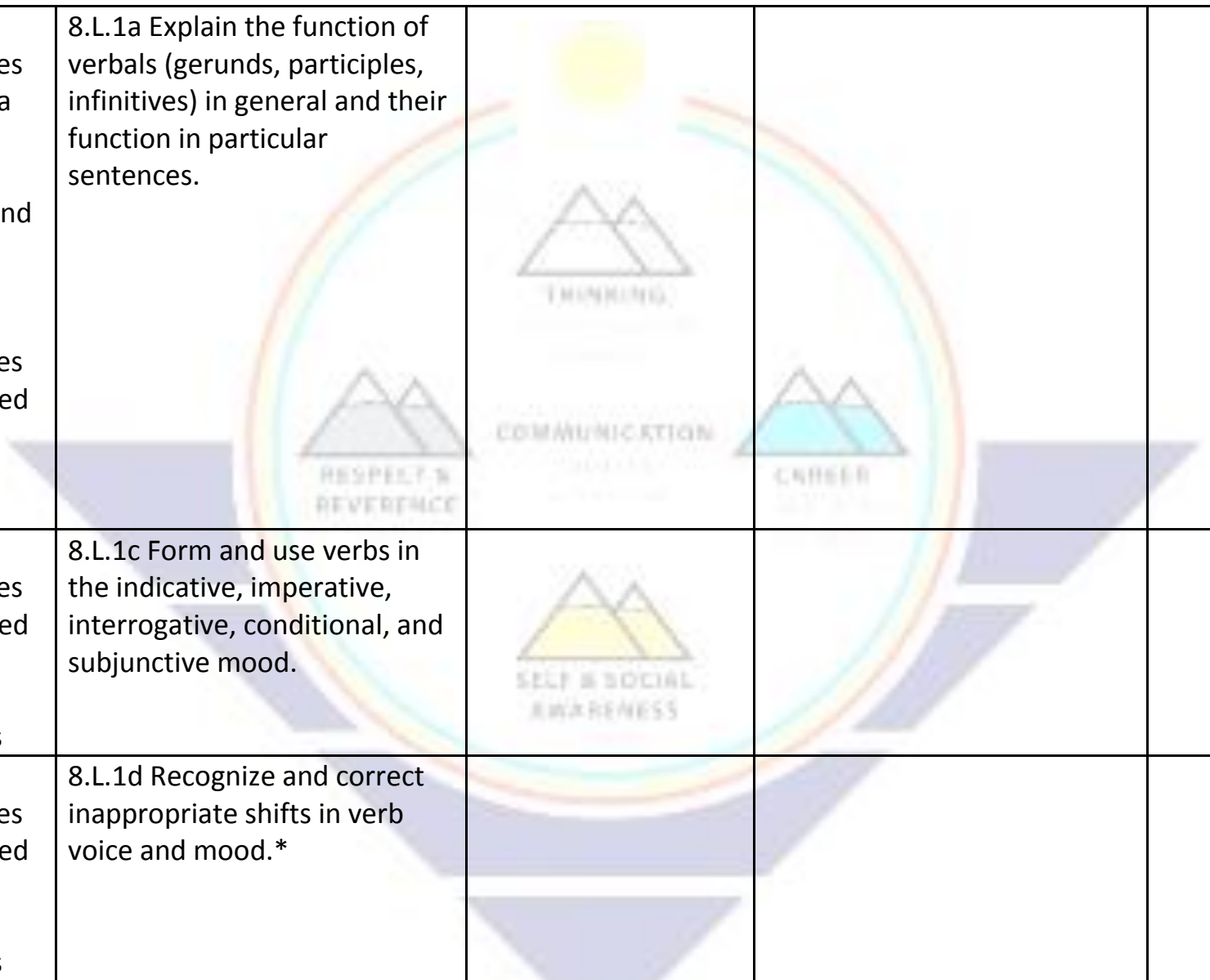
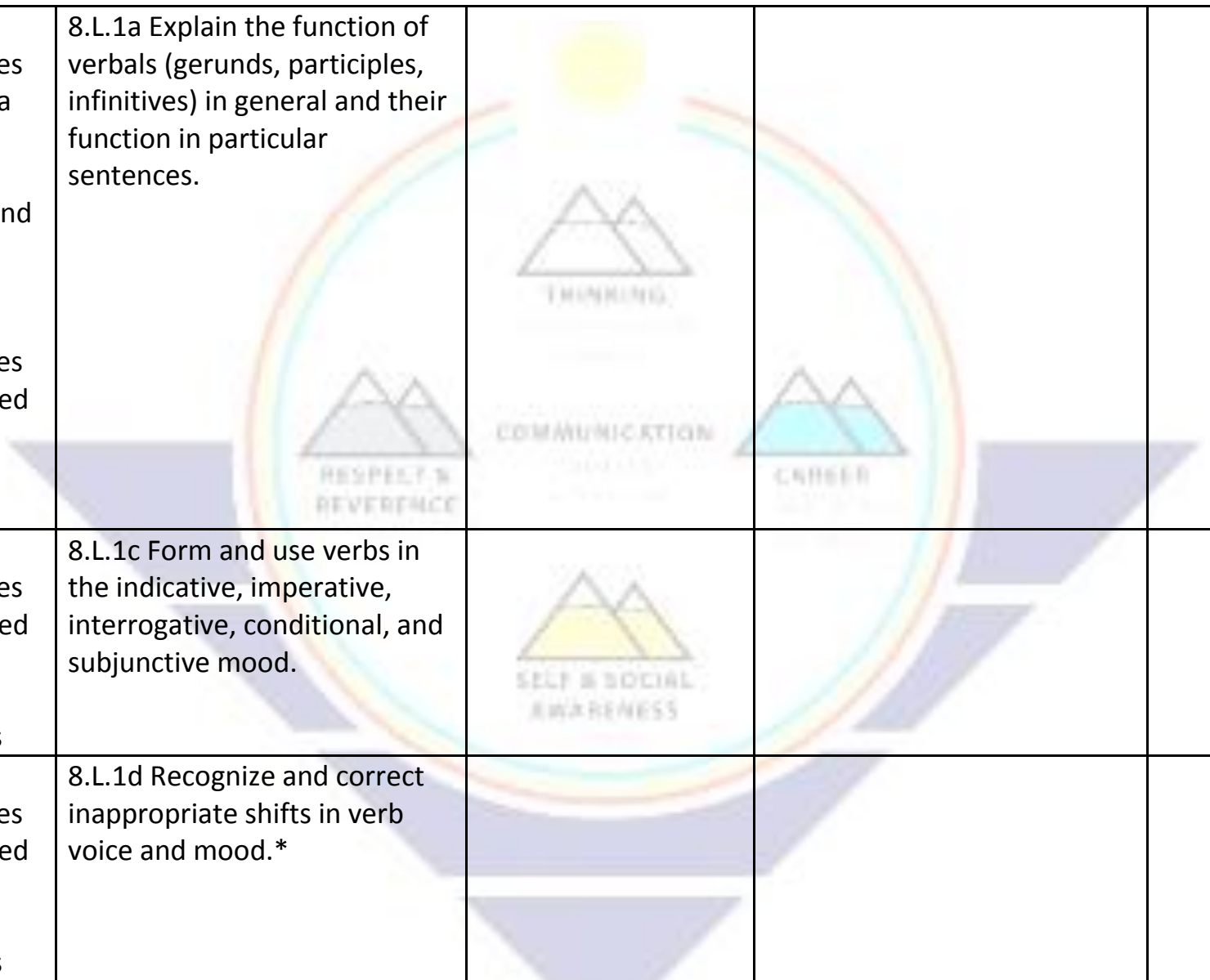
<p>Lesson (goes with Extended Writing Project) Revise Lesson (goes with Extended Writing Project) Edit, Proofread, and Publish</p>				
<p>This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.</p>	<p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			
<p>This standard will be addressed</p>	<p>8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively;</p>			





<p>throughout the quarter.</p>	<p>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>This standard will be addressed throughout the quarter.</p>	<p>8.W.9a 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").</p>	 		
<p>This standard will be addressed throughout the quarter.</p>	<p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p>This Standard will be</p>	<p>8.SL.1a Come to discussions prepared, having read or</p>			





<p>addressed through group work and through the Research Project.</p>	<p>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.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	 		
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>			
<p>This Standard will be addressed through group work and</p>	<p>8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own</p>			

through the Research Project.	views in light of the evidence presented.			
This Standard will be addressed through group work and through the Research Project.	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.			
This Standard will be addressed through group work and through the Research Project.	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.			
This Standard will be addressed through group work and through the Research Project.	8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye			

	contact, adequate volume, and clear pronunciation.			
This Standard will be addressed through group work and through the Research Project.	8.SL.4a 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.	THINKING		
This Standard will be addressed through group work and through the Research Project.	8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	COMMUNICATION	CAREER	
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SELF & SOCIAL AWARENESS		

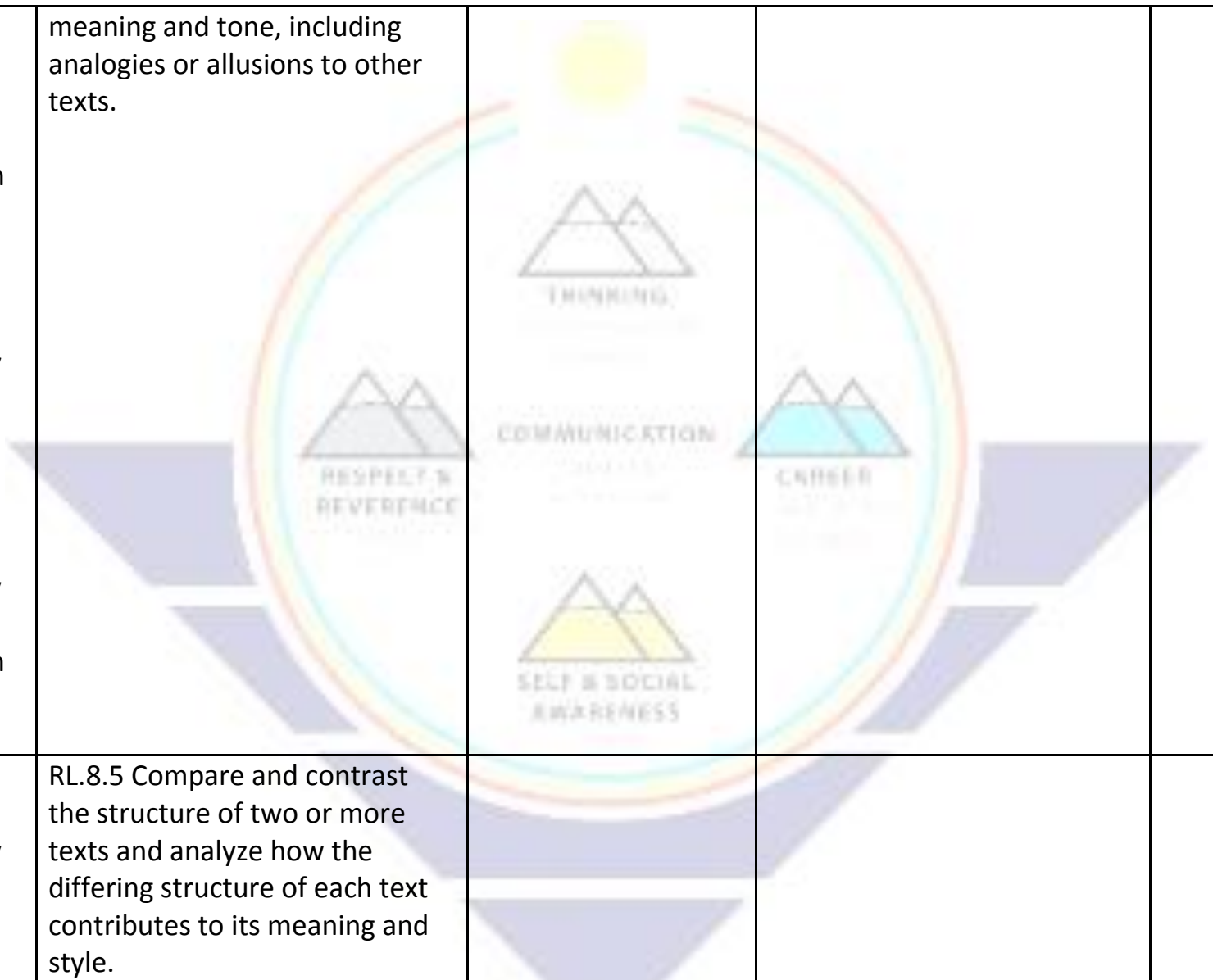
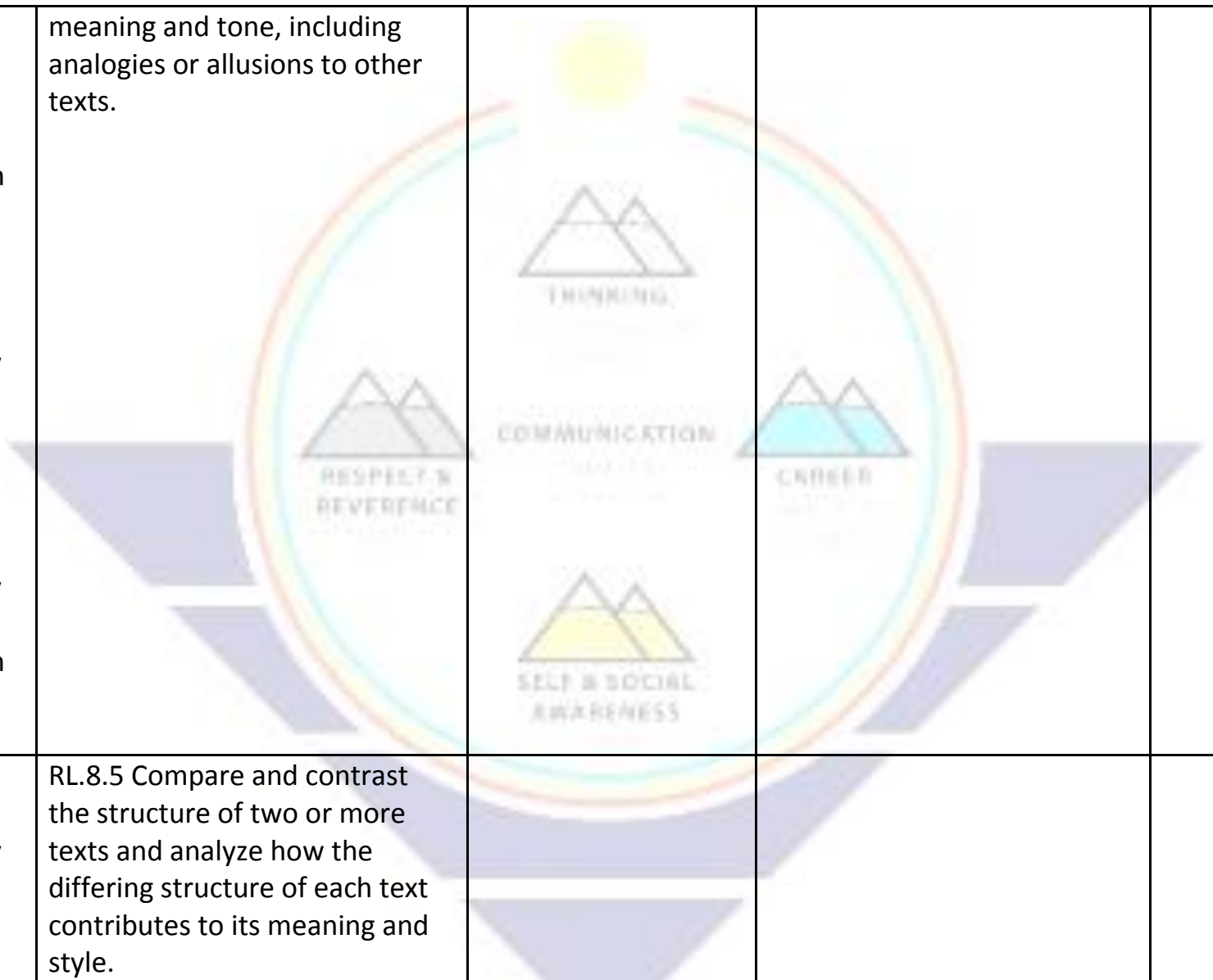
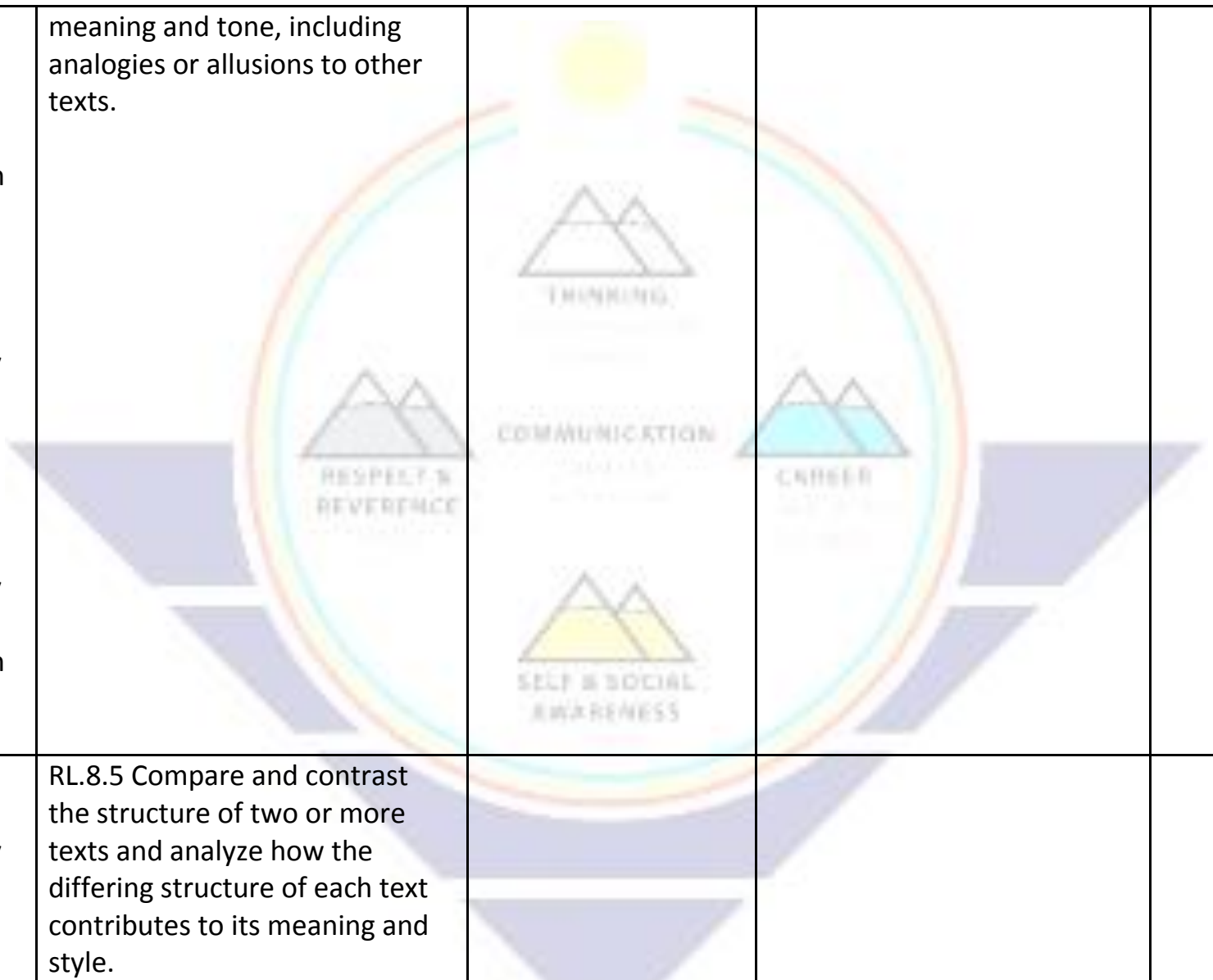
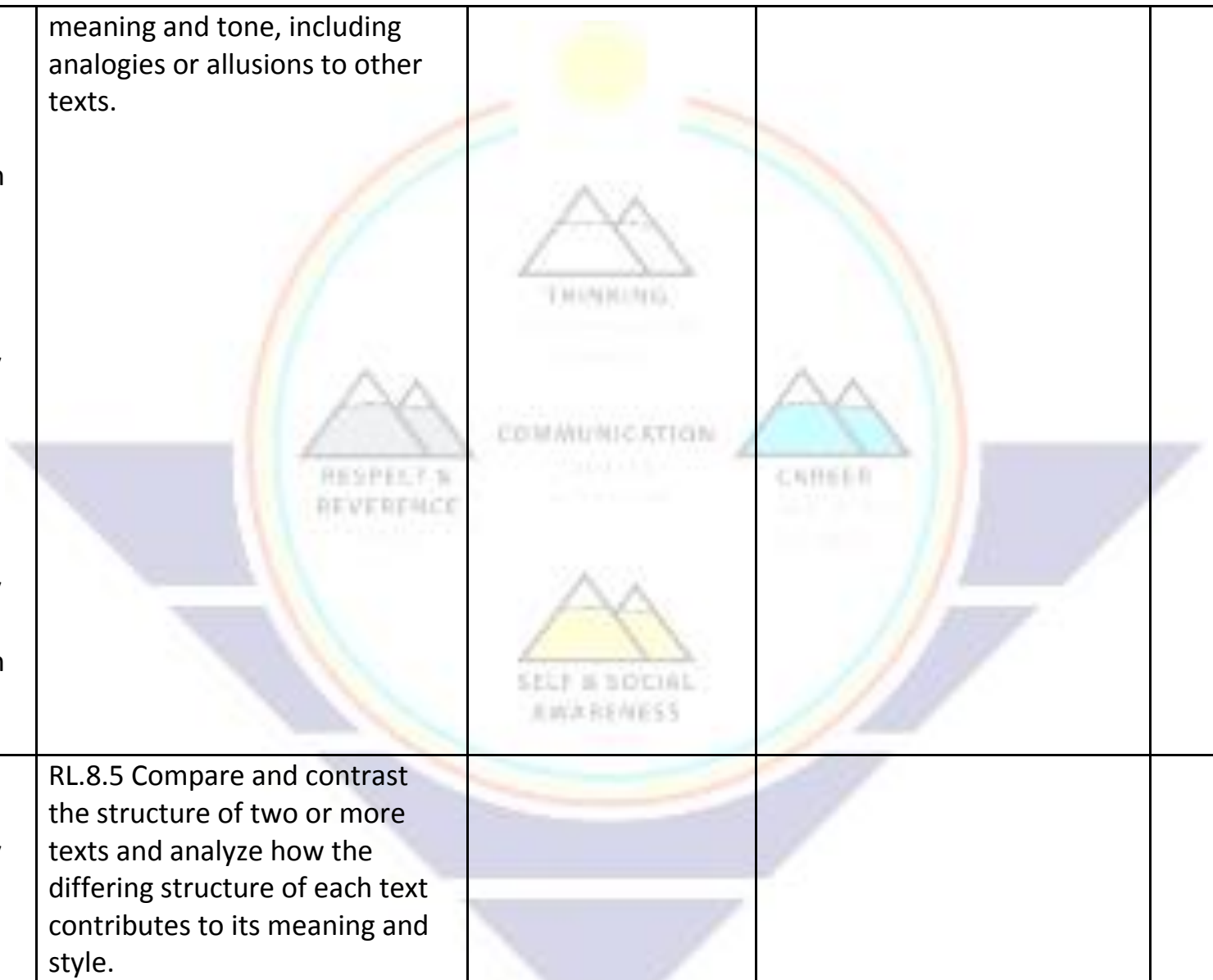
<p>Grammar Practice (goes with “Abuela Invents the Zero”) Participles and Participial Phrases Grammar Practice (goes with Extended Writing Project) Verbals</p>	<p>8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p>			
<p>Grammar Practice (goes with Extended Writing Project) Verb Moods</p>	<p>8.L.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>			
<p>Grammar Practice (goes with Extended Writing Project) Verb Moods</p>	<p>8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.*</p>			






<p>Grammar Practice (goes with Extended Writing Project) Commas, Ellipses, and Dashes To Indicate a Pause or Break</p>	<p>8.L.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	 <p>THINKING</p>		
<p>Grammar Practice (goes with Extended Writing Project) Commas, Ellipses, and Dashes To Indicate a Pause or Break</p>	<p>8.L.2b Use an ellipsis to indicate an omission.</p>	 <p>COMMUNICATION</p>	 <p>CAREER</p>	
<p>Vocabulary lessons throughout the quarter</p>	<p>8.L.2c Spell correctly.</p>	 <p>SELF & SOCIAL AWARENESS</p>		
<p>Skill (goes with "A Poison Tree")</p>	<p>8.L.5b Use the relationship between particular words to</p>			




Word Relationships	better understand each of the words.			
Skill (goes with “The Little Boy Lost” and “The Little Boy Found”) Connotation and Denotation	8.L.5c 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>).			
This standard will be addressed throughout the quarter.	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.			





PACING Guide SY 2016-2017





Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Skill (goes with “The Red Badge of Courage”) Theme	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.	COMMUNICATION	CAREER	
Skill (goes with “Across Five Aprils”) Character	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.	SELF & SOCIAL AWARENESS		
Skill (goes with “Paul Revere’s Ride”) Figurative Language	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			







<p>Skill (goes with “Paul Revere’s Ride”) Connotation and Denotation Skill (goes with “O Captain! My Captain”) Figurative Language Skill (goes with “O Captain! My Captain”) Connotation and Denotation</p>	<p>meaning and tone, including analogies or allusions to other texts.</p>			
<p>Skill (goes with “O Captain! My Captain”) Poetic Structure</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>Skill (goes with “Across Five Aprils”) Point of View</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>This standard will be addressed throughout the quarter.</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>Skill (goes with “Chasing Lincoln’s Killer”) Textual Evidence</p>	<p>RI.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>Skill (goes with “Gettysburg Address”) Central or Main Idea</p>	<p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>			

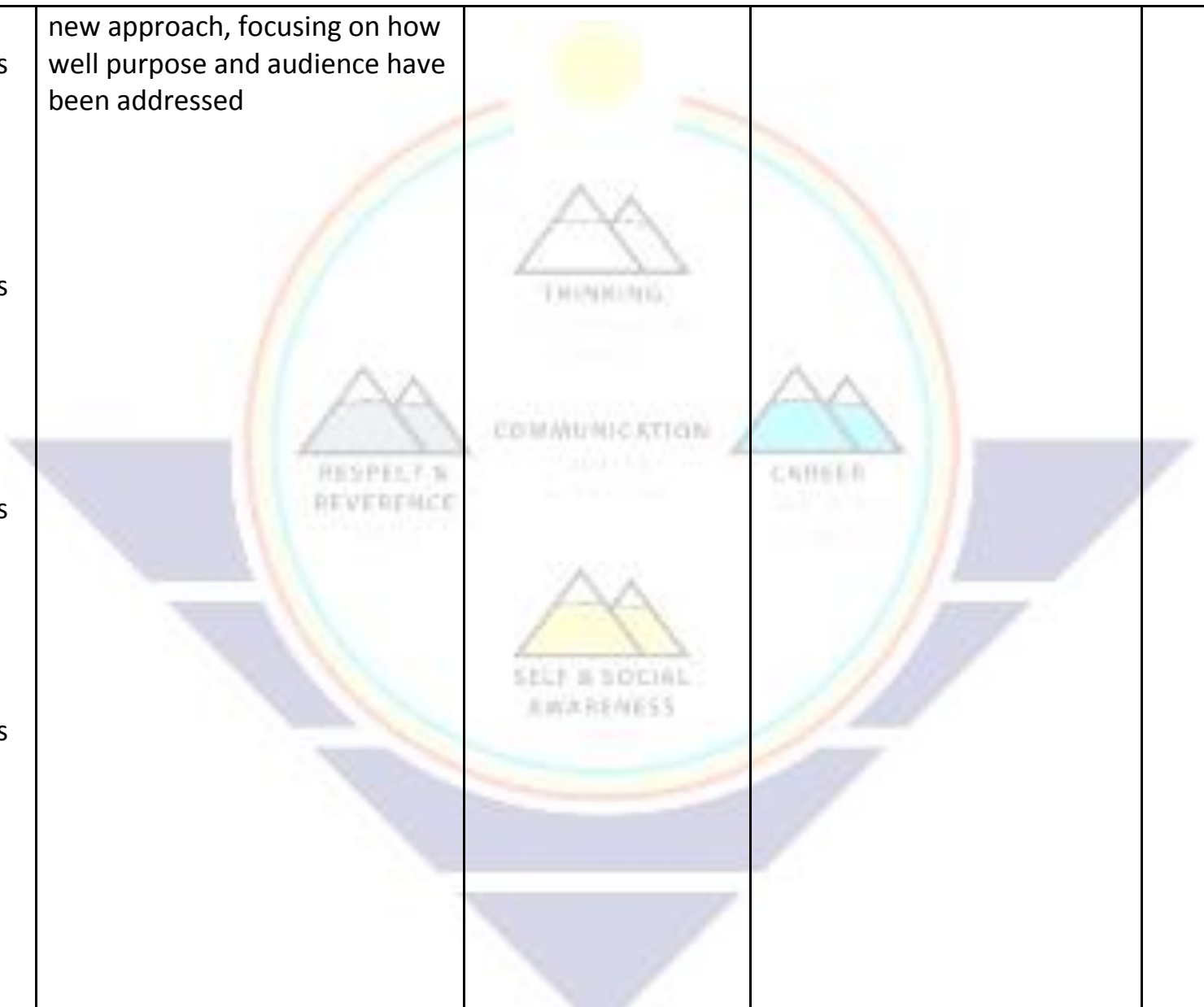
<p>Skill (goes with “Narrative of the Life of Frederick Douglass, An American Slave”) Informational Text Elements</p>	<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>			
<p>Skill (goes with “House Divided Speech”) Tone Skill (goes with “Narrative of the Life of Frederick Douglass, An American Slave”) Figurative Language</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>			

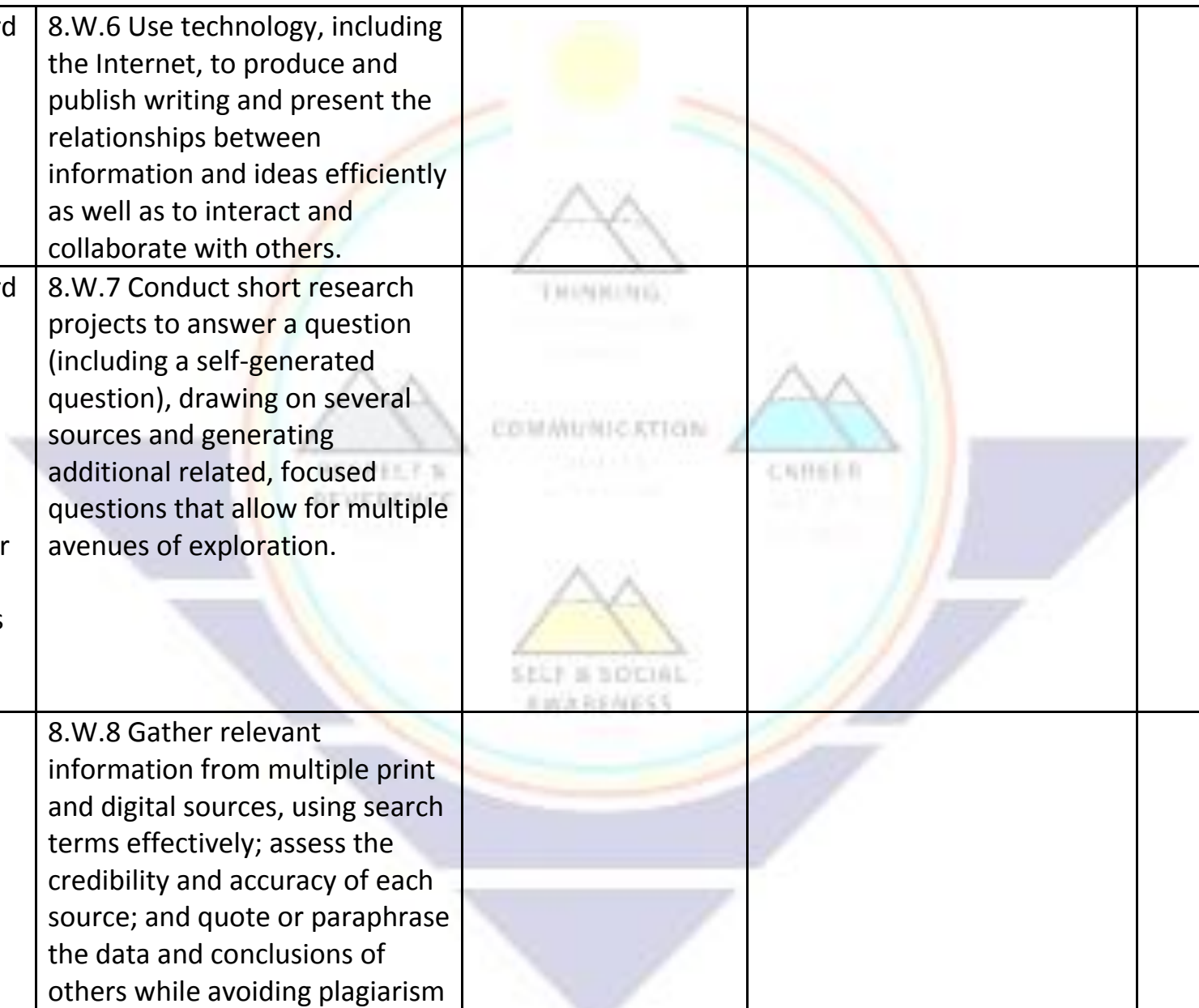
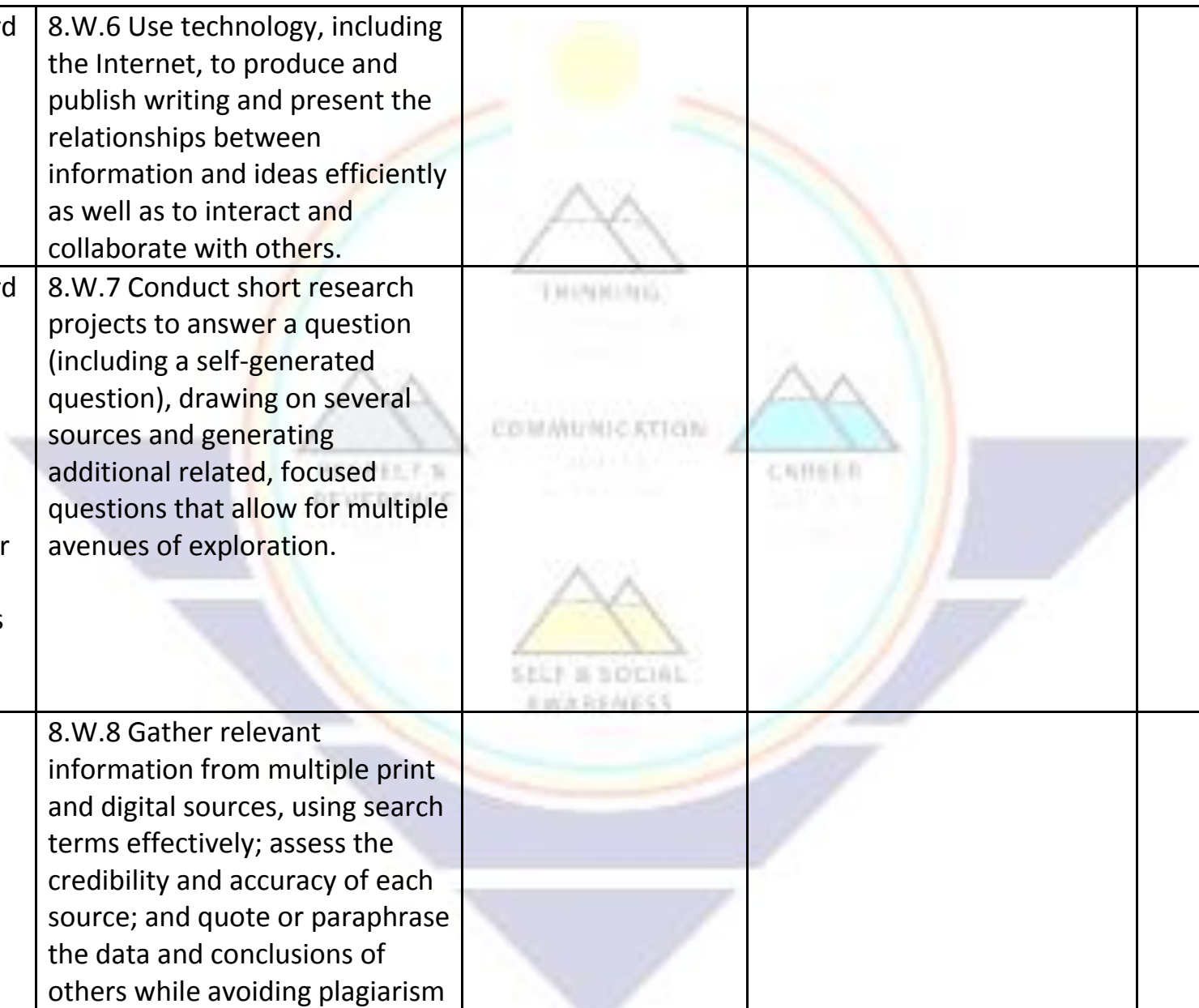
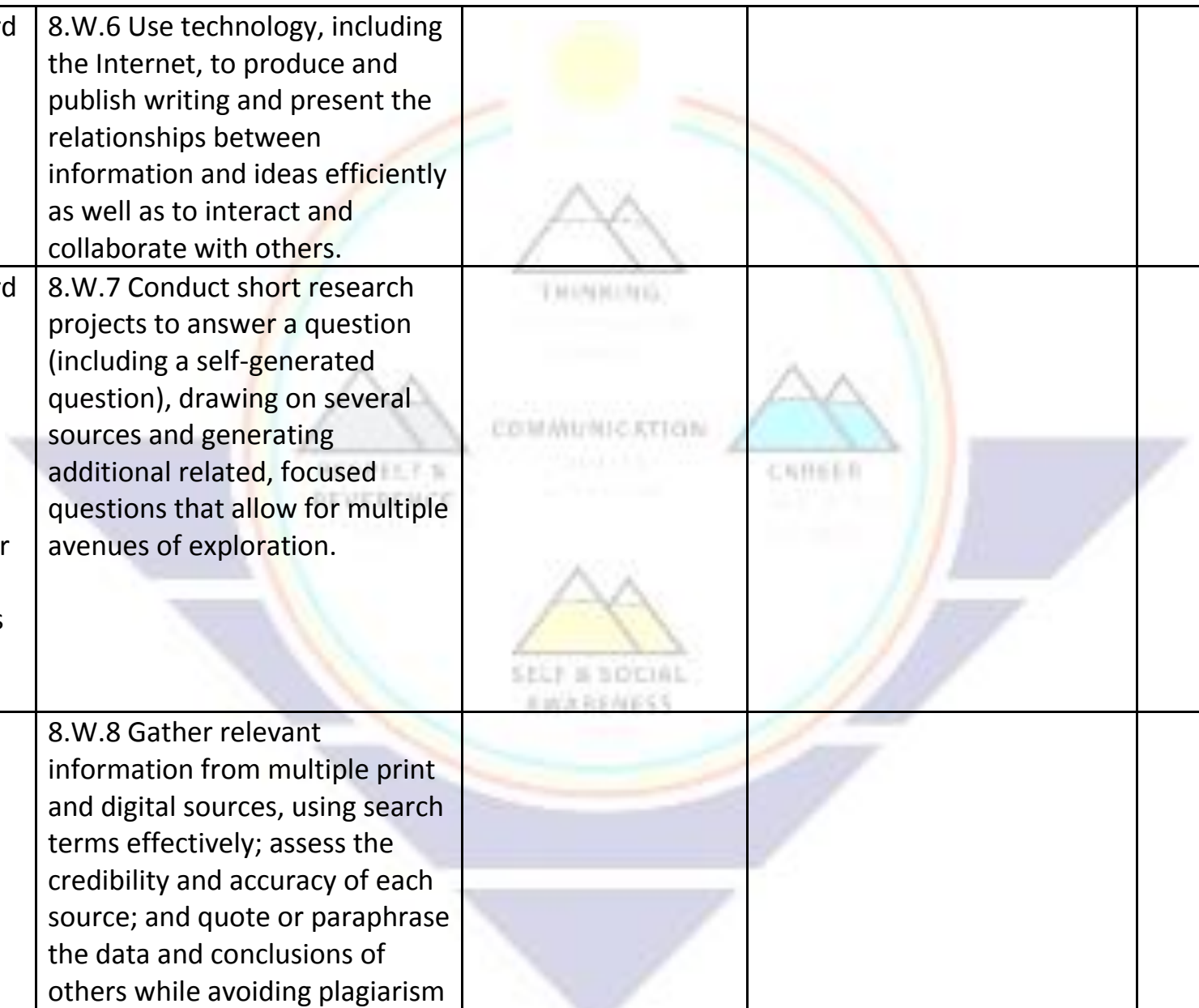
<p>Skill (goes with “House Divided Speech”) Informational Text Structure</p> <p>Skill (goes with “Civil War Journal”) Informational Text Structure</p>	<p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>			
<p>Skill (goes with “Sullivan Ballou Letter”) Media</p>	<p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>			
<p>Skill (goes with “Gettysburg Address”) Arguments and Claims</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>Skill (goes with “Speech to the Ohio Women’s Conference: And Ain’t I a Woman”) Compare and Contrast</p>	<p>RI.8.9 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.</p>			
<p>This standard will be addressed throughout the quarter.</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>Skill (goes with Extended Writing Project) Thesis Statement Skill (goes with Extended Writing Project) Introductions</p>	<p>8.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>			





Skill (goes with Extended Writing Project) Supporting Details	8.W.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	 		
Skill (goes with Extended Writing Project) Body Paragraphs and Transitions	8.W.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	 		
Blast (goes with Extended Writing Project) Style Blast (goes with Extended Writing Project)	8.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.			






Audience and Purpose				
Blast (goes with Extended Writing Project) Style	8.W.2e Establish and maintain a formal style.			
Skill (goes with Extended Writing Project) Conclusions	8.W.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.			
Blast (goes with Extended Writing Project) Audience and Purpose	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
Lesson (goes with Extended Writing Project)	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			

<p>Prewrite Lesson (goes with Extended Writing Project) Plan Lesson (goes with Extended Writing Project) Draft Lesson (goes with Extended Writing Project) Revise Lesson (goes with Extended Writing Project) Edit, Proofread, and Publish</p>	<p>new approach, focusing on how well purpose and audience have been addressed</p>			
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<p>This standard will be addressed throughout the quarter.</p>	<p>8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>			
<p>This standard will be addressed with the Extended Writing Project, as well as other writing assignments throughout the quarter.</p>	<p>8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>			
<p>Skill (goes with Extended Writing Project) Sources and Citations</p>	<p>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</p>			


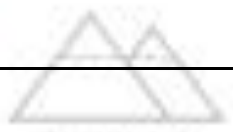



	and following a standard format for citation.			
This standard will be addressed throughout the quarter.	8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	THINKING		
This Standard will be addressed through group work and through the Research Project.	8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	COMMUNICATION	CAREER	
This Standard will be addressed through group work and through the Research Project.	8.SL.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SELF-SOCIAL AWARENESS		


<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>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.</p>			
<p>This Standard will be addressed</p>	<p>8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the</p>			

<p>through group work and through the Research Project.</p>	<p>reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>This Standard will be addressed through group work and through the Research Project.</p>	<p>8.SL.4a 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.</p>			
<p>This Standard will be addressed through group work and through</p>	<p>8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>			

the Research Project.				
This Standard will be addressed through group work and through the Research Project.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	THINKING		
Grammar Practice (goes with “The Red Badge of Courage”) Verbal	8.L.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	COMMUNICATION	CAREER	
Grammar Practice (goes with “Narrative of the Life of Frederick Douglass, An American Slave”) Active and Passive Voice	8.L.1b Form and use verbs in the active and passive voice.	SELF & SOCIAL AWARENESS		

<p>Grammar Practice (goes with “Narrative of the Life of Frederick Douglass, An American Slave”) Active and Passive Voice</p>	<p>8.L.1d Recognize and correct inappropriate shifts in verb voice and mood.*</p>	 <p>THINKING</p>		
<p>Grammar Practice (goes with “House Divided Speech”) Commas, Ellipses, and Dashes to Indicate a Pause or Break</p>	<p>8.L.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	 <p>COMMUNICATION</p>	 <p>CAREER</p>	
<p>Grammar Practice (goes with “House Divided Speech”)</p>	<p>8.L.2b Use an ellipsis to indicate an omission.</p>	 <p>SELF & SOCIAL AWARENESS</p>		

<p>Commas, Ellipses, and Dashes to Indicate a Pause or Break</p>				
<p>Grammar Practice (goes with “Narrative of the Life of Frederick Douglass, An American Slave”) Active and Passive Voice</p>	<p>8.L.3a 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>Skill (goes with “The Red Badge of Courage”) Figures of Speech</p>	<p>8.L.5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>			
<p>This standard will be addressed</p>	<p>8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>			

throughout the quarter.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
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