

Dates	Enduring Skills/Understandings	Unit Topic	Standards	Essential Vocabulary
8/11-12/20	<p><b>R 1</b> Make logical inferences from text.</p> <p><b>R 2</b> Summarize key details &amp; ideas of complex text</p> <p><b>R 3</b> Analyze individuals, events, and ideas throughout complex text</p> <p><b>R 4</b> Interpret words &amp; phrases to comprehend text independently</p> <p><b>R 7</b> Evaluate content presented in diverse media and formats to comprehend complex text</p> <p><b>R 8</b> Delineate and evaluate the argument and specific claims in complex text</p> <p><b>Anchor Writing Standard 10;</b> Build knowledge on a subject through research. Note on range and content of student writing; Anchor Writing Standard 7-9</p> <p><b>Anchor Writing Standard 1</b> Write arguments to support claims</p> <p><b>Anchor Writing Standard 2</b> Write informative/explanatory texts to convey ideas and information</p> <p><b>Anchor Writing Standard 6</b> Use technology to interact and collaborate with others</p>	<p><b>Unit 1 Non Fiction</b></p> <p><b>Baseline Assessment</b></p> <p>Visual Text: “The Starry Night” by Van Gogh</p> <p><b>Map</b></p> <p><b>Non Fiction/Informational (8/6-10/20)</b></p> <p><u>LDC Module</u> <b>Effective Argument</b></p> <p><b>Non Fiction/Argumentative ( 10/21-12/20)</b></p> <p><b>Common Texts</b></p> <ul style="list-style-type: none"> <li>• <u>A Long Walk to Water</u> by Linda Sue Parks</li> <li>• “Ain’t I a Woman” by Sojourner Truth</li> <li>• Excerpt from “Seabiscuit” by Laura Hillenbrand</li> </ul>	<p>RI 8.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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>RI 8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI 8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI 8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI 8.7 – 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>RI 8.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>RI 8.9 Analyze a case in which two or more text provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</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>W 8.1 – Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W 8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W 8.1d – Establish and maintain a formal style.</p> <p>W 8.1e – Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., heading) graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Nonfiction</p> <p>Literary nonfiction</p> <p>Autobiography</p> <p>Biography</p> <p>Speech</p> <p>Functional text</p> <p>Central idea</p> <p>Develop</p> <p>Support</p> <p>Implied</p> <p>Paragraph structure</p> <p>Topic sentence</p> <p>Author’s purpose</p> <p>Persuade</p> <p>Inform</p> <p>Entertain</p> <p>Stated central idea</p> <p>Implied central idea</p> <p>Fact</p> <p>Statistic</p> <p>Expert testimony</p> <p>Example</p> <p>First hand account</p> <p>Personal experience</p> <p>Anecdote</p> <p>Analogy</p> <p>allusion</p> <p>Objective summary</p> <p>Summarize</p> <p>Author’s style</p> <p>Tone</p> <p>text feature</p> <p>text structure</p> <p>organization</p> <p>chronological order</p> <p>compare and contrast</p> <p>cause and effect</p> <p>Problem and solution</p>

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	<p><b>Anchor Writing Standard 8</b> Assess the credibility and accuracy of sources</p> <p><b>Speaking and Listening Anchor Standard One</b> Prepare for and participate effectively in collaborative conversations.</p>	<ul style="list-style-type: none"> <li>• “The Great Imagination Heist”</li> <li>• Excerpt from “A Narrative in the Life of Frederick Douglas”</li> </ul>	<p>e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. (</p> <p>W 8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W 8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL 8.1 (d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</p> <p>SL 8.2 - Analyze the purpose of information resented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 8.3 - 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.</p> <p>SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L 8.4</p>	<p>Author’s Point of View language and tone connotation denotation loaded words</p> <p>rhetorical devices repetition parallel structure rhetorical questions</p> <p>main idea implied main idea</p> <p>fact and opinion generalization overgeneralization appeals</p> <p>emotional pathos logical logos ethical ethos</p> <p>argument proposition support claim counterclaim sound reasoning</p> <p>evidence (relevant and sufficient)</p>
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			<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Dates	Essential Skills/Understandings	Unit Topic	Standards	Essential Vocabulary
1/3-3/3	<p><b>R 1</b> Make logical inferences from text.</p> <p><b>R 2</b> Summarize key details &amp; ideas of complex text</p> <p><b>R 3</b> Analyze individuals, events, and ideas throughout complex text</p> <p><b>R 4</b> Interpret words &amp; phrases to comprehend text independently</p> <p><b>Anchor Writing Standard 10;</b> Build knowledge on a subject through research. Note on range and content of student writing; Anchor Writing Standard 7-9</p> <p><b>Anchor Writing Standard 1</b> Write arguments to support claims</p> <p><b>Anchor Writing Standard 2</b> Write informative/explanatory texts to convey ideas and</p>	<p><b>Unit 2 Fiction</b></p> <p><i>Literary Text Structure (compare and contrast) LDC module</i></p> <p><i>LDC Module Irony Narrative Structure</i></p> <p><b>Common texts</b></p> <ul style="list-style-type: none"> <li>• “Edna’s Ruthie” from A House on Mango Street</li> <li>• Excerpt from “The Shipping News” or “Ender’s Game”</li> </ul>	<p>RL 8.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL 8.6 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 horror.</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 the grades 6-8 text complexity band independently and proficiently.</p>	<p>Fiction Short Story Novel Narrate</p> <p>Literary Elements Character Setting Plot Theme Points of View Conflict (internal/external, Man vs Man, Man vs Self, Man vs Society, Man vs. Nature...) Types of Irony Suspense/Horror Dialogue</p> <p>Compare &amp; Contrast Inference Explicit Analyze Describe</p> <p>Summarize Objective Summary</p>

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<p>information</p> <p><b>Anchor Writing Standard 3</b> Write narratives to develop real or imagined experiences</p> <p><b>Speaking and Listening Anchor Standard One</b> Prepare for and participate effectively in collaborative conversations.</p> <p><b>Speaking and Listening Anchor Standard Four</b> Independently prepare and present information, findings, and supporting evidence that the listener can follow.</p>	<ul style="list-style-type: none"> <li>• “The Tell Tale Heart” by Edgar Allan Poe</li> </ul>	<p>RI 8.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</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>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>W 8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W 8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W 8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>W8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W 8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Main Idea Central Idea</p> <p>Lines of Dialogue Propel the action Provoke a Decision</p> <p>Figurative meaning Connotative meaning Word Choice Tone Analogies Allusions</p> <p>Text Structure</p> <p>Claims Alternate/Opposing Claims Evidence Logical Reasoning Credible Sources Concrete Details Event Sequences</p> <p>Action Verbs Linking Verbs Verb Tenses</p> <p>Active Voice Passive Voice</p> <p>indicative imperative interrogative conditional and subjunctive mood.</p> <p>Greek and Latin Roots</p> <p>Persuasive appeals (pg 408)</p>
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W 8.5  
 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed

W8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL 8.1  
 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  
 a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  
 b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
 c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  
 d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

SL8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL 8.6  
 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

L 8.1  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 b. Form and use verbs in the active and passive voice.  
 c. Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.

L8.2c - Spell correctly.

L8.3a - 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>L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
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Dates	Essential Skills/Understandings	Unit Topic	Standards	Essential Vocabulary
3/3 – 3/30	<p><b>R 1</b> Make logical inferences from text.</p> <p><b>R 2</b> Summarize key details &amp; ideas of complex text</p> <p><b>R 3</b> Analyze individuals, events, and ideas throughout complex text</p> <p><b>R 4</b> Interpret words &amp; phrases to comprehend text independently</p> <p><b>Anchor Writing Standard 3</b> Write narratives to develop real or imagined experiences</p> <p><b>Speaking and Listening Anchor Standard One</b> Prepare for and participate effectively in collaborative conversations.</p>	<p><b>Unit 3 Poetry</b></p> <p><u>Common Texts</u></p> <ul style="list-style-type: none"> <li>“Sister” by Leona Gom</li> </ul>	<p>RL 8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3</p> <p>RL 8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.</p> <p>RL 8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to the meaning and style.</p> <p>RL 8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently</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>Structure Line Stanza Couplet Tercet Quatrain</p> <p>Rhyme Rhyme scheme Meter foot</p> <p>Poetic forms Formal verse Free verse Lyric Poetry Narrative poetry</p>

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<p><b>Speaking and Listening Anchor Standard Two and Five</b> Use digital media and visual displays to enhance presentations and communicate effectively.</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.                  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.                  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.                  W 8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                  W 8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                  SL 8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                  SL 8.2 - 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.                  SL 8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.                  L 8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                  L 8.2c - Spell correctly.                  L 8.4a - 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.                  L 8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).                  L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.                  L 8.5a – Interpret figures of speech (e.g., verbal irony, puns) in context.                  L 8.5b – Use the relationship between particular words to better understand each of the words.                  L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>	<p>Ballad                  Epic poetry                  Dramatic                  Poetry                  Speaker                  Imagery</p> <p>Sonnet                  Ode                  Elegy                  Haiku</p> <p>Figurative language                  Simile                  Metaphor                  Extended metaphor                  Personification                  Analogy                  Allusion</p> <p>Sound devices                  Alliteration                  Consonance                  Assonance                  Repetition                  Onomatopoeia</p> <p>Connotation                  Denotation</p> <p>Theme                  Tone                  Mood</p>
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Dates	Essential Skills/Understandings	Unit Topic	Standards	Essential Vocabulary
<b><i>This unit will be broken up and</i></b>	R 1 Make logical inferences from text..	<b>Unit 4 Drama</b>	RL 8.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Drawing Conclusions (pg 815,818,824,825 - RL 1)

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<p><b>phases taught between each of the other units.</b></p>	<p><b>R 3</b> Analyze individuals, events, and ideas throughout complex text</p> <p><b>R 4</b> Interpret words &amp; phrases to comprehend text independently</p> <p><b>R 7</b> Evaluate content presented in diverse media and formats to comprehend complex text</p> <p><b>Speaking and Listening Anchor Standard One</b> Prepare for and participate effectively in collaborative conversations.</p> <p><b>Speaking and Listening Anchor Standard Four</b> Independently prepare and present information, findings, and supporting evidence that the listener can follow.</p>		<p>RL 8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>RL 8.6 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 horror.</p> <p>RL8.7 - 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.</p> <p>RL8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</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 the grades 6-8 text complexity band independently and proficiently.</p> <p>RI 8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RI 8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI 8.10 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>SL 8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and</p>	<p>Compare and Contrast Features and Elements (pg 830 - RI 5)</p> <p>Cause and Effect</p> <p>Unity and Coherence (pg 962 - RI 5)</p> <p>Drama Elements (pg 806-807 - RL 3 &amp; 6 )</p> <p>Character Setting (pg 815,819-821,825 - RL 3)</p> <p>Character Motivation (RL 3)</p> <p>Comparing Adaptations to Originals (pg 836,839,841 - RL 5 &amp; 9)</p> <p>Dialogue (RL 3 &amp; 4)</p> <p>Debate (pg 827 - SL 4)</p>
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			valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
			SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

Dates	Essential Skills/Understandings	Unit Topic	Standards	Essential Vocabulary
4/10 – 5/18	<p>R 1 Make logical inferences from text.</p> <p>R 2 Summarize key details &amp; ideas of complex text</p> <p>R 3 Analyze individuals, events, and ideas throughout complex text</p> <p>R 4 Interpret words &amp; phrases to comprehend text independently</p> <p><b>Speaking and Listening Anchor Standard One</b> Prepare for and participate effectively in collaborative conversations.</p> <p><b>Speaking and Listening Anchor Standard Two and Five</b> Use digital media and visual displays to enhance presentations and communicate effectively.</p>	<p><b>Unit 5 Themes in American Stories</b></p> <p><b>KPREP End of year assessment</b></p> <p><u>Common Text:</u> “Penelope” – Modern adaptations of Ancient Stories using Parker’s Penelopes</p>	<p>RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision</p> <p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.</p> <p>RL 8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to the meaning and style.</p> <p>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.</p> <p>RL 8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible including how the material is rendered new</p> <p>RL 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>RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI 8.7 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>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>oral tradition theme universal themes cultural context heroes heroines</p> <p>Oral tradition and storytelling techniques</p> <p>Hyperbole Understatement Personification Dialect Idiom Informal speech</p> <p>Myths Fables Trickster tales Tall tales Legends Epics American Folk hero</p> <p>Social perspective Cultural perspective</p>

			<p>W 8.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W 8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content W 8.2a - 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> <p>W 8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>W 8.7 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>W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>SL 8.1 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> <p>SL 8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL 8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L 8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 8.1a – Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 8.1b – Form and use verbs in the active and passive voice. L 8.1c – Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood</p> <p>L 8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L 8.4a - 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>L 8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>L 8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L 8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Character Setting Plot and conflict</p>
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			L 8.5a – Interpret figures of speech (e.g., verbal irony, puns) in context. L 8.5b – Use the relationship between particular words to better understand each of the words L 8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	
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