



2020 – 2021 ELA Pacing Guide

Grade 8

First 2-3 Weeks Guidance

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional) & FAIR – first two weeks!
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to Teams, Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**** Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

Rubric/Assessment:

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



Quarter 1

Benchmark Standard (Rdng Info/Lit)

- [RI1.1](#)
- [RI3.8](#)
- [RI3.9](#)
- [RI2.4](#)
- [RI2.6](#)

Benchmark Standard (Speaking & Listening)

- [SL1.3](#)
- [SL2.4](#)
- [SL2.6](#)

myP Unit Text Sets

Academic Vocabulary: retort, candid, rectify, speculate, verify

Anchor/Magazine Article:

Barrington Irving, Pilot and Educator
National Geographic

Anchor Text (Opinion piece): *Three Cheers for the Nanny State*
 By Sarah Conly

Anchor Text (Opinion piece):
Ban the Ban! by SidneyAnne Stone

Soda's a Problem but . . . by Karin Klein

Speech: *Words Do Not Pay* by Chief Joseph

Memoir: *from Follow the Rabbit-Proof Fence* by Doris Pilkington

Media: Video: *The Moth Presents* by Aleeza Kazmi

***myP* Unit:** 3
 What Matters

[Changing the Driving Age?](#)

[Exploring Texts](#)



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative - Prompt: What is a problem you think needs to be solved? How would you solve it? - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence, transitions 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argument - Prompt: Is it important for people to make their own choices? - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting ▪ Rubric: Refer to the FSA Style Writing Rubric Grade 8
<p><u>PT: Writing Standards Focus</u></p> <p>W.8.1, W.8.1.a-e, W.8.10, L.8.1.a, 8.1, b, L.8.1.L.8.1.c, L.8.3, L.8.3.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.8.3, W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Oral Presentation: Review the essay, create a document of important/key details, practice oral recitation – eye contact, notes, speak clear, enunciate, etc. 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.2</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Monkey Man (Skill Lesson) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Why tough times create Better Neighbors (Health) ▪ Why your Mindset Matters (Science & Math)



Quarter 2

Benchmark Standard (Rdng Info/Lit)

- [RL1.1](#)
- [RL1.2](#)
- [RL2.4](#)
- [RL2.5](#)
- [RL2.6](#)

Benchmark Standard (Speaking & Listening)

- [SL1.3](#)
- [SL2.4](#)
- [SL2.6](#)

myP Unit Text Sets

myP Unit: 1 Rites of Passage

[Maya Angelou: A Study and Response to "Still I Rise"](#)

[What's In A Name?: A Curriculum Unit Analyzing Identity in Multicultural Literature](#)

Academic Vocabulary: attribute, gratifying, persistent, notable, inspire

Anchor/Supporting Texts:

Anchor Text (Short Story): *The Medicine Bag* by Virginia Driving Hawk Sneve

Media: Video: *Apache Girl's Rite of Passage*
The National Geographic Society

Letter: *You Are the Electric Boogaloo* by Geoff Herbach
Just Be Yourself! By Stephanie Pellegrin

Poetry: *Hanging Fire* by Audre Lorde
Translating Grandfather's House
By E.J. Vega

Short Story: *The Setting Sun and the Rolling World* by Charles Mungoshi



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Nonfiction Narrative - Prompt: What event changed your understanding of yourself, or that of someone you know? - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Adding Sensory Details, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, sensory details, elaboration, voice 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Nonfiction Narrative - Prompt: What rite of passage has held the most significance for you? *(Make adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting ▪ Rubric: Refer to the FSA Style Writing Rubric Grade 8
<p><u>PT: Writing Standards Focus</u></p> <ul style="list-style-type: none"> ▪ W.8.1, W.8.1.a-e, W.8.10, L.8.1.a, 8.1, b, L.8.1.L.8.1.c, L.8.3, L.8.3.c 	<p><u>PBA: Writing Standards Focus</u></p> <p>W.8.3, W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Oral Presentation: Review the essay, create a document of important/key details, practice oral recitation – eye contact, notes, speak clear, enunciate, etc. 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.2</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Peter Pan Excerpt (Fantasy) ▪ Land of Story-books (Poem) ▪ Middle School (Skill Lesson) <p>Apollo and Hyacinthus (Myth)</p>	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ What is a Bar Mitzvah (Religion)? ▪ South Korean Pop Stars Join Military (Arts)



Quarter 3	
<u>Benchmark Standard (Reading Info/Lit)</u>	<u>Benchmark Standard (Speaking & Listening)</u>
<ul style="list-style-type: none"> ▪ RI1.1 ▪ RI1.3 ▪ RI2.5 ▪ RI3.8 ▪ RI2.6 	<ul style="list-style-type: none"> ▪ SL1.3 ▪ SL2.4 ▪ SL2.6
<p><i>myP Unit: 5</i> Invention</p> <p>Developing Evidence-Based Arguments from Texts</p> <p>Internalization of Vocabulary Through the Use of a Word Map</p>	<p><u>myP Unit Text Sets</u></p> <p>Academic Vocabulary: opponent, position, contradict, legitimate, dissent</p> <p>Anchor Text (Short Story): <i>Uncle Marcos</i> from <i>The House of the Spirits</i> by Isabel Allende translated by Magda Bogin</p> <p>Anchor Text (Expository fiction): <i>To Fly from Space Chronicles</i> by Neil deGrasse Tyson</p> <p>Expository Nonfiction: <i>Nikola Tesla: The Greatest Inventor of All?</i> By Vicky Baez</p> <p>Novel Excerpt: <i>from The Invention of Everything Else</i> by Samantha Hunt</p> <p>News Article: <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> by Dennis Overbye</p> <p>Media (Video): <i>Sounds of a Glass Armonica</i></p>



<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Argumentative - Prompt: ** (Changed from <i>myP</i>) – What transportation invention has been the most successful and/or safest? *(Allow editing per classroom) - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence, transitions, hook, concise closing 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Argumentative - Prompt: What invention described in either this unit or in your lifetime has had the biggest impact on humanity? *(Making adaptations to prompt for more student engagement.) - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting <p>Rubric: Refer to the FSA Style Writing Rubric Grade 8</p>
<p><u>PT: Writing Standards Focus</u></p> <p>W.8.1, W.8.1.a-e, W.8.10, L.8.1.a, 8.1, b, L.8.1.L.8.1.c, L.8.3, L.8.3.c</p>	<p><u>PBA: Writing Standards Focus</u></p> <p>W.8.3, W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Speech: Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice. 	<p><u>PT: Speaking & Listening Standards Focus</u></p> <p>SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.2</p>
<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Eleven-year-Old Invented the Popsicle (Info) ▪ Psss..Hey You (Info Text) ▪ Teenage Inventor (Info) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ A First for Machines: AI beats Humans in Reading (Science) ▪ Dream Job: Designing Robots for Kids (Science & Math)



Quarter 4

<u>Benchmark Standard (Rdng Info/Lit)</u> <ul style="list-style-type: none"> ▪ RL1.1 ▪ RL1.3 ▪ RL2.6 ▪ RL3.7 ▪ RI1.1 ▪ RI3.7 	<u>Benchmark Standard (Speaking & Listening)</u> <ul style="list-style-type: none"> ▪ SL1.1 ▪ SL2.4
<p style="text-align: center;"><u>myP Unit: 4</u> Human Intelligence</p> <p>Flowers for Algernon Unit Study</p> <p>Mrs. Thinkwell's Dilemma</p>	<p style="text-align: center;"><u>myP Unit Text Sets</u></p> <p>Academic Vocabulary: assimilate, tendency, integrate, observation, documentation</p> <p>Anchor Text (Short Story): <i>Flowers for Algernon</i> by Daniel Keyes</p> <p>Media (Video): <i>from Flowers for Algernon</i> by David Rogers</p> <p>Memoir: <i>from Blue Nines and Red Words / from Born on a Blue Day</i> by Daniel Tammet</p> <p>Media (Infographic): <i>The Theory of Multiple Intelligences Infographic</i> by Howard Gardner</p> <p>Poetry: <i>Retort</i> by Paul Laurence Dunbar <i>from The People, Yes</i> by Carl Sandburg</p>
<p><u>Performance Task (PT): Writing Focus (Whole Group)</u></p> <ul style="list-style-type: none"> - Informative (Speech) - Prompt: <i>myP</i>: What has happened to you so far (if you were Charlie) as a result of the experiment, and what do you predict will happen to you as time progresses? 	<p><u>Performance Based Assessment (PBA) (1 of 2)</u></p> <ul style="list-style-type: none"> - Writing to Sources: Informative Essay - Prompt: In what different ways can people be intelligent? *(Making adaptations to prompt for more student engagement.)



<ul style="list-style-type: none"> - ** (Changed from <i>myP</i>) – Adapt to student choice – Sports, Tech, Science and Environment *(Allow editing per classroom) - Plan: Prewriting/Planning, Adding Details, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting - Language Development: style, structure, evidence, transitions, hook, concise closing 	<ul style="list-style-type: none"> - Plan: Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing & Proofreading, Publishing & Presenting ▪ Rubric: Refer to the FSA Style Writing Rubric Grade 8
<p style="text-align: center;"><u>PT: Writing Standards Focus</u></p> <ul style="list-style-type: none"> ▪ W.8.1, W.8.1.a-e, W.8.10, L.8.1.a, 8.1, b, L.8.1.L.8.1.c, L.8.3, L.8.3.c 	<p style="text-align: center;"><u>PBA: Writing Standards Focus</u></p> <p style="text-align: center;">W.8.3, W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b</p>
<p><u>Performance Task (PT): Speaking & Listening (2 of 2)</u></p> <ul style="list-style-type: none"> ▪ Speech: Review the essay, create a document and locate the most important important/key details. Focus on eye contact and concise wording with much practice. 	<p style="text-align: center;"><u>PT: Speaking & Listening Standards Focus</u></p> <p style="text-align: center;">SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.2</p>
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Why do Dolphins Make us Nervous? (Info) <ul style="list-style-type: none"> ▪ Was Einstein a Space Alien? (Info) ▪ Examination Day (Science Fiction) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <p style="text-align: center;">Meet Denise Herzing: Marine Biologist (Science & Math)</p>