

Gadsden City Schools 8th Grade ELA Pacing Guide

First Nine Weeks

| AL Standards [CCS Referenced] | Dates Taught/Assessed | Textbook/Resources/Notes |
|---|-----------------------|--|
| <u>Language</u> 37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] | | |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] | | Adopted Text: Writing With Power by Perfection Learning |
| c. Spell correctly. [L.8.2c] | | |
| 39. 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.8.4] | | |
| 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. [L.8.4a] | | |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b] | | |
| 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. [L.8.4c] | | |
| 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). [L.8.4d] | | |
| 41. 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. [L.8.6] | | |

Speaking and Listening

30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.8.1]

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. [SL.8.1a]

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c]

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]

33. 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. [SL.8.4]

34. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5]

Writing

21. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.8.2]

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.8.2a]

b. Develop the topic with relevant, well-chosen facts, definitions,

| | | |
|--|--|--|
| concrete details, quotations, or other information and examples. [W.8.2b] | | |
| c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. [W.8.2c] | | |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.8.2d] | | |
| e. Establish and maintain a formal style. [W.8.2e] | | |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented. [W.8.2f] | | |
| 23. 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 20-22 above.) [W.8.4] | | |
| 24. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5] | | |
| 25. 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. [W.8.6] | | |
| 26. 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. [W.8.7] | | |
| 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] | | |

| | | |
|---|--|--|
| a. Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a] | | |
| b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b] | | |
| 29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10] | | |

Gadsden City Schools 8th Grade ELA Pacing Guide

2nd Nine Weeks

| AL Standards [CCS Referenced] | Dates Taught/Assessed | Textbook/Resources |
|---|-----------------------|--------------------|
| Language 36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] | | |
| a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. AL ELA Standard | | |
| b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a] | | |
| c. Form and use verbs in the active and passive voice. [L.8.1b] | | |
| d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] | | |
| e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d] | | |
| 38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3] a. 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). [L.8.3a] | | |
| 39. 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.8.4] | | |
| 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. [L.8.4a] | | |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b] | | |
| 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. [L.8.4c] | | |
| 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). [L.8.4d] | | |
| <u>Speaking and Listening</u> | | |
| 31. Analyze the purpose of information presented in diverse media and formats and evaluate the motives [SL.8.2] | | |
| 32. 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. [SL.8.3] | | |
| 30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.8.1] | | |
| a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence. [SL.8.1a] | | |
| b. Follow rules for collegial discussions and decision-making.[SL.8.1b] | | |
| c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. [SL.8.1c] | | |
| d. Acknowledge new information expressed by others. [SL.8.1d] | | |
| | | |

| | | |
|---|--|--|
| 33. 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. [SL.8.4] | | |
| Writing 22. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.8.3] | | |
| a. Engage and orient the reader by establishing a context and point of view and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.8.3a] | | |
| b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. [W.8.3b] | | |
| c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. [W.8.3c] | | |
| d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. [W.8.3d] | | |
| e. Provide a conclusion that follows from and reflects on the narrated experiences or events. [W.8.3e] | | |
| 27. 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. [W.8.8] | | |
| 23. 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 20-22 above.) [W.8.4] | | |

| | | |
|--|--|--|
| 24. 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5] | | |
| 25. 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. [W.8.6] | | |
| 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] | | |
| a. Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a] | | |
| b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b] | | |
| 29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10] | | |

Gadsden City Schools 8th Grade ELA Pacing Guide

3rd Nine Weeks

| AL Standards [CCS Referenced] | Dates Taught/Assessed | Textbook/Resources |
|--|-----------------------|--------------------|
| Language 36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.8.1] | | |
| a. Apply rules of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence. AL ELA Standard | | |
| b. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. [L.8.1a] | | |
| c. Form and use verbs in the active and passive voice. [L.8.1b] | | |
| d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. [L.8.1c] | | |
| e. Recognize and correct inappropriate shifts in verb voice and mood.* [L.8.1d] | | |
| 37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.8.2] | | |
| a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. [L.8.2a] | | |
| b. Use an ellipsis to indicate an omission. [L.8.2b] | | |
| c. Spell correctly. [L.8.2c] | | |

| | | |
|--|--|--|
| <p><u>Language</u></p> <p>38. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.8.3]</p> <p>a. 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). [L.8.3a]</p> | | |
| <p><u>Speaking and Listening</u></p> <p>30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. [SL.8.1]</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. [SL.8.1a]</p> | | |
| <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b]</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. [SL.8.1c]</p> | | |
| <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d]</p> | | |
| <p>32. 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. [SL.8.3]</p> | | |
| <p>33. 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,</p> | | |

| | | |
|--|--|--|
| adequate volume, and clear pronunciation. [SL.8.4] | | |
| 34. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. [SL.8.5] | | |
| 35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6] | | |
| <u>Writing</u> | | |
| 20. Write arguments to support claims with clear reasons and relevant evidence. [W.8.1] | | |
| a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. [W.8.1a] | | |
| b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. [W.8.1b] | | |
| c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. [W.8.1c] | | |
| d. Establish and maintain a formal style. [W.8.1d] | | |
| e. Provide a concluding statement or section that follows from and supports the argument presented. [W.8.1e] | | |
| 23. 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 20-22 above.) [W.8.4] | | |
| 24. 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. (Editing for conventions should | | |

| | | |
|--|--|--|
| demonstrate command of the first three standards in the Language strand in Grades K-8.) [W.8.5] | | |
| 25. 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. [W.8.6] | | |
| 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] | | |
| a. Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a] | | |
| b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b] | | |
| 29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10] | | |

Gadsden City Schools 8th Grade ELA Pacing Guide

4th Nine Weeks

| AL Standards [CCS Referenced] | Dates Taught/Assessed | Textbook/Resources |
|---|-----------------------|--------------------|
| Language 39. 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.8.4] | | |
| 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. [L.8.4a] | | |
| b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). [L.8.4b] | | |
| 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. [L.8.4c] | | |
| 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). [L.8.4d] | | |
| 40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.8.5] | | |
| a. Interpret figures of speech (e.g. verbal irony, puns) in context. [L.8.5a] | | |
| b. Use the relationship between particular words to better understand each of the words. [L.8.5b] | | |
| c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). [L.8.5c] | | |
| 41. 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. [L.8.6] | | |
| <u>Speaking and Listening</u> 30. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on Grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. [SL.8.1] | | |
| 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. [SL.8.1a] | | |
| b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. [SL.8.1b] | | |
| c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. [SL.8.1c] | | |
| d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. [SL.8.1d] | | |
| 31. 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.8.2] | | |
| 32. 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. [SL.8.3] | | |
| 35. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 8 Language standards 36 and 38 for specific expectations.) [SL.8.6] | | |
| <u>Writing</u> 26. 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. [W.8.7] | | |
| 27. 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. [W.8.8] | | |
| 28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9] | | |
| a. Apply Grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a] | | |
| b. Apply Grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). [W.8.9b] | | |
| 29. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.8.10] | | |

Source:

Revised 2016 English Language Arts Alabama Course of Study

<https://www.alsde.edu/sec/sct/COS/2016%20Revised%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>

College and Career Ready Standards (CCRS)
English Language Arts

An asterisk is used in the Language Standards strand to indicate subcomponents of standards that need continued attention across the grades. Local systems and classroom teachers should be aware that these concepts require continued instruction with increasing rigor.

| AL Standards [CCS Referenced] | Dates Taught/Assessed | Textbook/Resources |
|---|------------------------------|---------------------------|
| <u>3rd Grade</u> 37.f Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f] | | |
| 39.a Choose words and phrases for effect.* [L.3.3a] | | |
| <u>4th Grade</u> 38.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* [L.4.1f] | | |
| 38.g Correctly use frequently confused words (e.g., to, too, two; there, their).* [L.4.1g] | | |
| 40.a Choose words and phrases to convey ideas precisely.*[L.4.3a] | | |
| 40.b Choose punctuation for effect.* [L.4.3b] | | |
| <u>5th Grade</u> 38.d Recognize and correct inappropriate shifts in verb tense.* [L.5.1d] | | |
| 39.a Use punctuation to separate items in a series.* [L.5.2a] | | |
| <u>6th Grade</u> 37.d Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c] | | |
| 37.e Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[L.6.1d] | | |
| 37.f Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e] | | |
| 38.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or | | |

| | | |
|--|--|--|
| parenthetical elements.* [L.6.2A] | | |
| 39.a Vary sentence patterns for meaning, reader or listener interest, and style.*[L.6.3a] | | |
| 39.b Maintain consistency in style and tone.* [L.6.3b] | | |
| 7th Grade 36.d Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* [L.7.1c] | | |
| 38.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* [L.7.3a] | | |

Source:

Revised 2016 English Language Arts Alabama Course of Study

<https://www.alsde.edu/sec/sct/COS/2016%20Revised%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>

See page 112 Appendix D