

OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012
NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012
NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013
 (new standards are in **blue** and underlined)

Nine Weeks 1 ACPS Eighth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Fiction</i>	Grammar / Writing												
<p>8.1 The student will use interviewing techniques to gain information</p> <ol style="list-style-type: none"> a. Prepare and ask relevant questions for the interview. b. Make notes of responses. c. Compile and report responses. d. Evaluate the effectiveness of the interview. 	<p>8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</p> <ol style="list-style-type: none"> a. Identify simile, metaphor, personification, hyperbole, and analogy. (Analogies assessed: type or examples, characteristic, association) b. Use context, structure, and connotations to determine meaning of words and phrases. (Assessed: Grade 6 and 7 roots. Continue to use <u>prefixes (en/em, mid, super) and suffixes (en, ity/ty, ive/ative/itive) to build vocabulary.</u>) <i>*The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</i> <u>Cognates:</u> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;"><u>English</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>Spanish</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>French</u></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;"><u>banana</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>banana</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>banana</u></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;"><u>bicycle</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>bicicleta</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>bicyclette</u></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;"><u>desert</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>desierto</u></td> <td style="border-bottom: 1px solid black; padding: 2px;"><u>desert</u></td> </tr> </table> <p>8.5 The student will read and analyze a variety of narrative and poetic forms.</p> <ol style="list-style-type: none"> a. Explain the use of symbols and figurative language. b. Describe inferred main idea/theme, using evidence from text to support. c. Describe how authors use characters, 	<u>English</u>	<u>Spanish</u>	<u>French</u>	<u>banana</u>	<u>banana</u>	<u>banana</u>	<u>bicycle</u>	<u>bicicleta</u>	<u>bicyclette</u>	<u>desert</u>	<u>desierto</u>	<u>desert</u>	<p>8.7 The student will write in a variety of forms, including <u>narrative, expository, persuasive, and informational.</u></p> <ol style="list-style-type: none"> a. Use prewriting strategies to generate and organize ideas b. Organize details to elaborate the central idea. c. Select specific vocabulary and information. d. Revise writing for word choice, sentence variety, and transitions among paragraphs. e. Use available technology. <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> a. Use of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c. Choose the correct case and number for pronouns in prepositional phrases with compound objects. d. Maintain consistent verb tense across
<u>English</u>	<u>Spanish</u>	<u>French</u>												
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<u>desert</u>	<u>desierto</u>	<u>desert</u>												

	<p>conflict, point of view, tone to create meaning.</p> <p>e. Compare and contrast authors' styles. (Assessed: foreshadowing)</p>	<p>paragraphs.</p> <p>e. Use comparative and superlative degrees in adverbs and adjectives.</p> <p>Teach writing process as described in resources below.</p>
	<p>Suggested selections from <i>Elements of Literature</i>:</p> <p>Broken Chain p. 16 (conflict /summary)</p> <p>Mrs. Flowers p. 185 (main idea)</p> <p>There Will Come Soft Rains p. 265 (characterization/text structure)</p> <p>The Landlady p. 71 (foreshadowing)</p> <p>Flowers for Algernon p. 32 (subplot/context clues)</p> <p>The People Could Fly p. 357 (summary/theme)</p> <p>Ribbons p. 711 (the speaker)</p> <p>A Smart Cookie p. 747 (theme/idiom)</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>NCS mentor on DOE website is helpful resource.</p> <p>Writing Prompt 1</p>
<p>Resources for all three strands:</p> <p>http://www.portaportal.com/ Feel free to use and/or add to this portaportal to enhance your instruction.</p> <ul style="list-style-type: none"> ➤ Username: 6-8 ➤ Password: amsmms <p>http://www.doe.virginia.gov/VDOE/Instruction/Reading/mreading.html</p> <p>http://www.doe.virginia.gov/VDOE/Instruction/sol.html#english</p>		

***Please Read Understanding The Standards**
*Please be advised that the focus is still on the current SOLs,
 but we must teach new SOLs as well.*

1 Nine Weeks

Communication	Reading	Writing	Research
<p><u>8.2 The student will develop and deliver oral presentations in groups and individually.</u></p> <ul style="list-style-type: none"> <u>a. Choose topic and purpose appropriate to the audience</u> <u>b. Choose vocabulary and tone appropriate to the audience, topic, and purpose</u> <u>c. Use appropriate verbal and nonverbal presentation skills</u> <u>d. Respond to audience questions and comments</u> <u>e. Differentiate between standard English and informal language</u> <u>f. Critique oral presentations</u> <u>g. Assume shared responsibility for collaborative work</u> <u>h. Use a variety of strategies to listen actively</u> 	<p><u>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts</u></p> <ul style="list-style-type: none"> <u>a. Identify and analyze an author’s use of figurative language</u> <u>b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases</u> <u>c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary</u> <u>d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and use of words</u> <u>e. Discriminate between connotative and denotative meanings and interpret the connotation</u> <u>f. Extend general and</u> 	<p><u>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational</u></p> <ul style="list-style-type: none"> <u>a. Identify intended audience</u> <u>b. Use prewriting strategies to generate and organize ideas</u> <u>c. Distinguish between a thesis statement and a topic sentence</u> <u>d. Organize details to elaborate the central idea and provide unity</u> <u>e. Select specific vocabulary and information for audience and purpose</u> <u>f. Use interview quotations as evidence</u> <u>g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs</u> <u>h. Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</u></p> <ul style="list-style-type: none"> <u>a. Using a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation</u> 	<p><u>8.9 The student will apply knowledge of appropriate reference materials to produce a research product</u></p> <ul style="list-style-type: none"> <u>a. Collect and synthesize information from multiple sources including online, print and media</u> <u>b. Evaluate the validity and authenticity of texts</u> <u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u> <u>e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style</u> <u>g. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</u>

	<p><u>specialized vocabulary through speaking, listening, reading, and writing</u></p> <p><u>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none"><u>a. Explain the use of symbols and figurative language</u><u>b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support</u><u>c. Explain how authors use characters, conflict, point of view, voice, and tone to create meaning</u><u>d. Understand the author's use of conventional elements and characteristics within a variety of genres</u><u>e. Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts</u><u>f. Compare and contrast authors' styles</u><u>g. Identify and ask questions that clarify various viewpoints</u><u>h. Identify the main idea</u><u>i. Summarize text relating supporting details</u>	<p><u>and paragraph structure</u></p> <ul style="list-style-type: none"><u>b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words</u><u>c. Choose the correct case and number for pronouns in prepositional phrases with compound objects</u><u>d. Maintain consistent verb tense across paragraphs</u><u>e. Use comparative and superlative degrees in adverbs and adjectives</u><u>f. Use quotation marks with dialogue and direct quotations</u><u>g. Use correct spelling for frequently used words</u>	
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	<p><u>j. Identify an author's organizational pattern using textual clues, such as transitional words and phrases</u></p> <p><u>k. Identify cause and effect relationships</u></p> <p><u>l. Use prior and background knowledge as a context for new learning</u></p> <p><u>m. Use reading strategies to monitor comprehension throughout the reading process</u></p>		
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NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013

Nine Weeks 2 ACPS Eighth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Nonfiction/Fiction</i>	Grammar / Writing												
<p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ol style="list-style-type: none"> a. Choose topic and purpose appropriate to the audience. b. Choose vocabulary and tone appropriate to the audience, topic, and purpose. c. Use appropriate verbal and nonverbal presentation skills. d. Respond to audience questions and comments. e. Use grammatically correct language. f. Critique oral presentations. 	<p>8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</p> <ol style="list-style-type: none"> a. Identify simile, metaphor, personification, hyperbole, and analogy. (Analogies assessed: operator, degree.) b. Use context, structure, and connotations to determine meaning of words and phrases. (Assessed: Grade 6 and 7 roots, and first 4 roots from Grade 8 list. Continue to use <u>prefixes (under, pro, ad)</u> and <u>suffixes (ant, ary, ery)</u> to build vocabulary.) <u>*The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</u> <p><u>Cognates:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 33%;"><u>English</u></td> <td style="border-bottom: 1px solid black; width: 33%;"><u>Spanish</u></td> <td style="border-bottom: 1px solid black; width: 33%;"><u>French</u></td> </tr> <tr> <td><u>family</u></td> <td><u>familia</u></td> <td><u>famille</u></td> </tr> <tr> <td><u>paper</u></td> <td><u>papel</u></td> <td><u>papier</u></td> </tr> <tr> <td><u>memory</u></td> <td><u>la memoria</u></td> <td><u>memoire</u></td> </tr> </table> <p>8.5 The student will read and analyze a variety of narrative and poetic forms.</p> <ol style="list-style-type: none"> a. Explain the use of symbols and figurative language. b. Describe inferred main idea/theme, using evidence from text to support. c. Describe how authors use characters, conflict, point of view, tone to create meaning. e. Compare and contrast authors’ styles. (Assessed: irony, symbolism) 	<u>English</u>	<u>Spanish</u>	<u>French</u>	<u>family</u>	<u>familia</u>	<u>famille</u>	<u>paper</u>	<u>papel</u>	<u>papier</u>	<u>memory</u>	<u>la memoria</u>	<u>memoire</u>	<p>8.7 The student will write in a variety of forms, including narrative, <u>expository</u>, <u>persuasive</u>, and informational.</p> <ol style="list-style-type: none"> a. Use prewriting strategies to generate and organize ideas b. Organize details to elaborate the central idea. c. Select specific vocabulary and information. d. Revise writing for word choice, sentence variety, and transitions among paragraphs. e. Use available technology. <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> a. Use of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c. Choose the correct case and number for pronouns in prepositional phrases with compound objects. d. Maintain consistent verb tense across paragraphs. e. Use comparative and superlative degrees in adverbs and adjectives.
<u>English</u>	<u>Spanish</u>	<u>French</u>												
<u>family</u>	<u>familia</u>	<u>famille</u>												
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<u>memory</u>	<u>la memoria</u>	<u>memoire</u>												

	<p>8.6 The student will read, comprehend, and analyze a variety of informational sources.</p> <ul style="list-style-type: none"> a. Draw on background knowledge and knowledge of text structure to understand selections. b. Analyze author’s credentials, viewpoint, and impact. c. Analyze author’s use of text structure and word choice. d. Analyze details for relevance and accuracy. e. Read and follow instructions to complete an assigned task. f. Summarize and critique text. g. Evaluate and synthesize information to apply in written and oral presentations. h. Draw conclusions based on explicit and implied information. i. Draw inferences based on explicit and implied information. 	<p>Teach writing process as described in resources below.</p>
	<p>Suggested selections from <i>Elements of Literature</i>: Reading for Life p. 799 Tell Tale Heart p. 536 * (narrator/irony) The Monkey’s Paw p. 85 * (compare/contrast with Third Wish) The Third Wish p. 101 * The Treasure of Lemon Brown p.729 (theme/retell) *Great for late October</p> <p>New roots subject to assessment this nine weeks: act, actu, ag pel, pul, puls plic, plice, plex, plicit reg, rect, rig</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>Focus on Persuasive Writing <i>Element of Literature</i> p. 338 & 835</p> <p>Persuasive Writing <i>Elements of Language</i> Ch. 6 p. 202</p> <p>Writing Prompt 2</p>

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2 Nine Weeks

Communication	Reading	Writing	Research
<p><u>8.3 The student will analyze, develop, and produce creative or informational media messages</u></p> <ul style="list-style-type: none"> <u>a. Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet</u> <u>b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations</u> <u>c. Use media and visual literacy skills to create products that express new understandings</u> <u>d. Evaluate sources for relationships between intent and factual content</u> 	<p><u>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts</u></p> <ul style="list-style-type: none"> <u>a. Identify and analyze an author’s use of figurative language</u> <u>b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases</u> <u>c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary</u> <u>d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and use of words</u> <u>e. Discriminate between connotative and denotative meanings and interpret the connotation</u> <u>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> 	<p><u>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational</u></p> <ul style="list-style-type: none"> <u>a. Identify intended audience</u> <u>b. Use prewriting strategies to generate and organize ideas</u> <u>c. Distinguish between a thesis statement and a topic sentence</u> <u>d. Organize details to elaborate the central idea and provide unity</u> <u>e. Select specific vocabulary and information for audience and purpose</u> <u>f. Use interview quotations as evidence</u> <u>g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs</u> <u>h. Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and</u></p>	<p><u>8.9 The student will apply knowledge of appropriate reference materials to produce a research product</u></p> <ul style="list-style-type: none"> <u>c. Use technology as a tool to research, organize, evaluate and communicate information</u> <u>d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias</u> <u>e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style</u> <u>f. Publish findings and respond to feedback</u>

	<p><u>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none">a. <u>Explain the use of symbols and figurative language</u>b. <u>Make inferences and draw conclusions based on explicit and implied information using evidence from text as support</u>c. <u>Explain how authors use characters, conflict, point of view, voice, and tone to create meaning</u>d. <u>Understand the author's use of conventional elements and characteristics within a variety of genres</u>e. <u>Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts</u>f. <u>Compare and contrast authors' styles</u>g. <u>Identify and ask questions that clarify various viewpoints</u>h. <u>Identify the main idea</u>i. <u>Summarize text relating supporting details</u>j. <u>Identify an author's organizational pattern using textual clues, such as transitional words and phrases</u>k. <u>Identify cause and effect relationships</u>l. <u>Use prior and background knowledge as a context for new learning</u>	<p><u>paragraphing</u></p> <ul style="list-style-type: none">a. <u>Using a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u>b. <u>Use and punctuate correctly varied sentence structures to include conjunctions and transition words</u>c. <u>Choose the correct case and number for pronouns in prepositional phrases with compound objects</u>d. <u>Maintain consistent verb tense across paragraphs</u>e. <u>Use comparative and superlative degrees in adverbs and adjectives</u>f. <u>Use quotation marks with dialogue and direct quotations</u>g. <u>Use correct spelling for frequently used words</u>	
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m. Use reading strategies to monitor comprehension throughout the reading process

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts

- a. Draw on background knowledge and knowledge of text structure to understand selections
- b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support
- c. Analyze the author's qualifications, viewpoint, and impact
- d. Analyze the author's use of text structure and word choice
- e. Analyze details for relevance and accuracy
- f. Differentiate between fact and opinion
- g. Identify the main idea
- h. Summarize the text identifying supporting details
- i. Identify an author's organizational pattern using textual clues, such as transitional words and phrases
- j. Identify cause and effect relationships
- k. Evaluate, organize, and synthesize information for use in written and oral formats

	<u>1. Use reading strategies to monitor comprehension throughout the reading process</u>		
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NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012
NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013

Nine Weeks 3

ACPS Eighth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Autobiography/Biography/Informational</i>	Grammar / Writing												
<p>8.1 The student will use interviewing techniques to gain information</p> <ol style="list-style-type: none"> Prepare and ask relevant questions for the interview. Make notes of responses. Compile and report response. Evaluate the effectiveness of the interview. <p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ol style="list-style-type: none"> Choose topic and purpose appropriate to the audience. Choose vocabulary and tone appropriate to the audience, topic, and purpose. Use appropriate verbal and nonverbal presentation skills. Respond to audience questions and comments. Use grammatically correct language. Critique oral presentations. <p>8.3 The student will analyze mass media messages.</p> <ol style="list-style-type: none"> Evaluate the persuasive technique being used. Describe the possible cause-effect relationships between mass media coverage and 	<p>8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</p> <ol style="list-style-type: none"> Identify simile, metaphor, personification, hyperbole, and analogy. (Analogies assessed: mathematical, number) Use context, structure, and connotations to determine meaning of words and phrases. (Assessed: Grade 6 and 7 roots, and first 8 roots from Grade 8 list. Use <u>suffixes (ent, est, ia/tion/ation/ition)</u> to build vocabulary.) <u>*The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</u> <u>Cognates:</u> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><u>English</u></td> <td style="text-align: center;"><u>Spanish</u></td> <td style="text-align: center;"><u>French</u></td> </tr> <tr> <td style="text-align: center;"><u>lesson</u></td> <td style="text-align: center;"><u>la leccion</u></td> <td style="text-align: center;"><u>lecon</u></td> </tr> <tr> <td style="text-align: center;"><u>author</u></td> <td style="text-align: center;"><u>el autor</u></td> <td style="text-align: center;"><u>auteur</u></td> </tr> <tr> <td style="text-align: center;"><u>music</u></td> <td style="text-align: center;"><u>la musica</u></td> <td style="text-align: center;"><u>musique</u></td> </tr> </table> <p>8.5 The student will read and analyze a variety of narrative and poetic forms.</p> <ol style="list-style-type: none"> Explain the use of symbols and figurative language. Describe inferred main idea/theme, using evidence from text to support. Describe how authors use characters, conflict, point of view, tone to create meaning. Compare and contrast authors’ styles. (Assessed: flashback) 	<u>English</u>	<u>Spanish</u>	<u>French</u>	<u>lesson</u>	<u>la leccion</u>	<u>lecon</u>	<u>author</u>	<u>el autor</u>	<u>auteur</u>	<u>music</u>	<u>la musica</u>	<u>musique</u>	<p>8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.</p> <ol style="list-style-type: none"> Use prewriting strategies to generate and organize ideas. Organize details to elaborate the central idea. Select specific vocabulary and information. Revise writing for word choice, sentence variety, and transitions among paragraphs. Use available technology. <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> Use of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. Choose the correct case and number for pronouns in prepositional phrases with compound objects. Maintain consistent verb tense across paragraphs. Use comparative and superlative degrees in adverbs and adjectives.
<u>English</u>	<u>Spanish</u>	<u>French</u>												
<u>lesson</u>	<u>la leccion</u>	<u>lecon</u>												
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<u>music</u>	<u>la musica</u>	<u>musique</u>												

<p>public opinion trends.</p> <p>c. Evaluate sources, including ads, editorials, and feature stories for relationships between intent and factual content.</p>	<p>8.6 The student will read, comprehend, and analyze a variety of informational sources.</p> <ul style="list-style-type: none"> a. Draw on background knowledge and knowledge of text structure to understand selections. b. Analyze author’s credentials, viewpoint, and impact. c. Analyze author’s use of text structure and word choice. d. Analyze details for relevance and accuracy. f. Summarize and critique text. g. Evaluate and synthesize information to apply in written and oral presentations. h. Draw conclusions based on explicit and implied information. i. Draw inferences based on explicit and implied information. 	<p>Teach writing process as described in resources below.</p>
	<p>Suggested selections from <i>Elements of Literature</i>:</p> <p><i>from</i> Harriet Tubman p. 142</p> <p>Fugitive Slave Acts p. 157 (informational text that enhances Harriet Tubman)</p> <p>Gettysburg Address p. 479</p> <p><i>from</i> I Have a Dream p. 482</p> <p>Go Down Moses p. 147</p> <p>Union Pacific Railroad Poster p. 179</p> <p>Home, Sweet Soddie p. 180 (compare/contrast Railroad and Soddie)</p> <p>No Pretty Pictures p. 224</p> <p>Ray Bradbury author study p. 299</p> <p>Anne Frank p. 364</p> <p>Drummer Boy stories p. 194 (informational)</p> <p>The Circuit p. 280 (autobiographical short story)</p> <p>Cesar Chavez p. 290</p> <p>Destination Mars p.275 (informational)</p> <p>New roots subject to assessment this nine weeks:</p> <p>sens, sent, senti</p> <p>st, sta, stab, stat, stas</p> <p>ten, tin, tinu, tain</p> <p>tract</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p> <p>Writing Prompt 3</p>

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3 Nine Weeks

Communication	Reading	Writing	Research
<p><u>8.3 The student will analyze, develop, and produce creative or informational media messages</u></p> <ul style="list-style-type: none"> <u>a. Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet</u> <u>b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations</u> <u>c. Use media and visual literacy skills to create products that express new understandings</u> <u>d. Evaluate sources for relationships between intent and factual content</u> 	<p><u>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts</u></p> <ul style="list-style-type: none"> <u>a. Identify and analyze an author’s use of figurative language</u> <u>b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases</u> <u>c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary</u> <u>d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and use of words</u> <u>e. Discriminate between connotative and denotative meanings and interpret the connotation</u> <u>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing</u> 	<p><u>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational</u></p> <ul style="list-style-type: none"> <u>a. Identify intended audience</u> <u>b. Use prewriting strategies to generate and organize ideas</u> <u>c. Distinguish between a thesis statement and a topic sentence</u> <u>d. Organize details to elaborate the central idea and provide unity</u> <u>e. Select specific vocabulary and information for audience and purpose</u> <u>f. Use interview quotations as evidence</u> <u>g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs</u> <u>h. Use computer technology to plan, draft, revise, edit, and publish writing</u> <p><u>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and</u></p>	<p><u>8.9 The student will apply knowledge of appropriate reference materials to produce a research product</u></p> <ul style="list-style-type: none"> <u>a. Collect and synthesize information from multiple sources including online, print and media</u> <u>b. Evaluate the validity and authenticity of texts</u> <u>c. Use technology as a tool to research, organize, evaluate, and communicate information</u> <u>d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias</u> <u>e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style</u> <u>f. Publish findings and respond to feedback</u> <u>g. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</u>

	<p><u>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry</u></p> <ul style="list-style-type: none">a. <u>Explain the use of symbols and figurative language</u>b. <u>Make inferences and draw conclusions based on explicit and implied information using evidence from text as support</u>c. <u>Explain how authors use characters, conflict, point of view, voice, and tone to create meaning</u>d. <u>Understand the author’s use of conventional elements and characteristics within a variety of genres</u>e. <u>Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts</u>f. <u>Compare and contrast authors’ styles</u>g. <u>Identify and ask questions that clarify various viewpoints</u>h. <u>Identify the main idea</u>i. <u>Summarize text relating supporting details</u>j. <u>Identify an author’s organizational pattern using textual clues, such as transitional words and phrases</u>k. <u>Identify cause and effect relationships</u>l. <u>Use prior and background knowledge as a context for new learning</u>	<p><u>paragraphing</u></p> <ul style="list-style-type: none">a. <u>Using a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure</u>b. <u>Use and punctuate correctly varied sentence structures to include conjunctions and transition words</u>c. <u>Choose the correct case and number for pronouns in prepositional phrases with compound objects</u>d. <u>Maintain consistent verb tense across paragraphs</u>e. <u>Use comparative and superlative degrees in adverbs and adjectives</u>f. <u>Use quotation marks with dialogue and direct quotations</u>g. <u>Use correct spelling for frequently used words</u>	<p><u>(subject to assessment third and fourth nine weeks)</u></p>
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m. Use reading strategies to monitor comprehension throughout the reading process

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts

- a. Draw on background knowledge and knowledge of text structure to understand selections
- b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support
- c. Analyze the author's qualifications, viewpoint, and impact
- d. Analyze the author's use of text structure and word choice
- e. Analyze details for relevance and accuracy
- f. Differentiate between fact and opinion
- g. Identify the main idea
- h. Summarize the text identifying supporting details
- i. Identify an author's organizational pattern using textual clues, such as transitional words and phrases
- j. Identify cause and effect relationships
- k. Evaluate, organize, and synthesize information for use in written and oral formats

	<u>1. Use reading strategies to monitor comprehension throughout the reading process</u>		
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OLD STANDARDS WILL BE TAUGHT AND SOL TESTED TO MASTERY 2011-2012
NEW STANDARDS WILL BE FIELD TESTED IN 2011-2012
NEW STANDARDS WILL BE TAUGHT TO MASTERY IN 2012-2013

Nine Weeks 4 ACPS Eighth Grade English Pacing Guide 2011-2012

Oral Language	Reading <i>Poetry</i>	Grammar / Writing
<p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ol style="list-style-type: none"> a. Choose topic and purpose appropriate to the audience. b. Choose vocabulary and tone appropriate to the audience, topic, and purpose. c. Use appropriate verbal and nonverbal presentation skills. d. Respond to audience questions and comments. e. Use grammatically correct language. f. Critique oral presentations. 	<p>8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</p> <ol style="list-style-type: none"> a. Identify simile, metaphor, personification, hyperbole, and analogy. b. Use context, structure, and connotations to determine meaning of words and phrases. (Review Grade 6 and 7 roots and complete Grade 8 roots before SOL test. Use <u>prefixes and suffixes to build vocabulary.</u> <u>Review prefixes and suffixes studied. *The selected prefixes and suffixes are the minimum required. Please continue to use “teachable” moments.</u> <u>Review all cognates.</u> <p>.</p> <p>8.5 The student will read and analyze a variety of narrative and poetic forms (haiku, limerick, ballad, free verse, couplet, quatrain).</p> <ol style="list-style-type: none"> a. Explain the use of symbols and figurative language. b. Describe inferred main idea/theme, using evidence from text to support. d. Compare and contrast the uses of poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice (including <u>meter</u>, <u>repetition</u>, <u>alliteration</u>, <u>assonance</u>, <u>consonance</u>, <u>onomatopoeia</u>). e. Compare and contrast authors’ styles. 	<p>8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.</p> <ol style="list-style-type: none"> a. Use prewriting strategies to generate and organize ideas b. Organize details to elaborate the central idea. c. Select specific vocabulary and information. d. Revise writing for word choice, sentence variety, and transitions among paragraphs. e. Use available technology. <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> a. Use of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words. c. Choose the correct case and number for pronouns in prepositional phrases with compound objects. d. Maintain consistent verb tense across paragraphs. e. Use comparative and superlative degrees in adverbs and adjectives.

		<p>Students will write a variety of poems.</p>
	<p>Suggested selections from <i>Elements of Literature</i>: How to Read a Poem, Riding Lesson, Introduction to Poetry p. 619+ Paul Revere p. 629 (rhythm, meter) Valentine for Ernest Mann p. 625 (feelings about poetry) The Cremation of Sam McGee p. 637 (ballad) The Dying Cowboy p. 643 (ballad) Maiden-Savin' Sam p. 644 (ballad) Beowulf p. 648 (epic) Casey at the Bat p. 650 (imitates epic poems in a comical way) Ode to Thanks p.658 Ode to a Toad p.659 (compare/contrast with Ode to Thanks) O Captain! My Captain! p. 667 (metaphor) I Hear American Singing p 670 (alliteration, onomatopoeia, imagery, rhythm) I, Too p. 672 Out, Out p. 708</p> <p>New roots this nine weeks: ven, vent vid, vis, visu</p>	<p>Review ACPS Writing Curriculum Scope and Sequence for expectations related to process and skills in the VA SOL domains of composing, written expression, and usage/mechanics.</p> <p>Students will use the ACPS and VA Dept. of Ed. rubrics for writing.</p>

***Please Read Understanding The Standards**
*Please be advised that the focus is still on the current SOLs,
but we must teach new SOLs as well.*

4 Nine Weeks

Communication	Reading	Writing	Research
<p>8.1 The student will use interviewing techniques to gain information</p> <ul style="list-style-type: none"> a. Prepare and ask relevant questions for the interview b. Make notes of responses c. Compile, accurately report, and publish responses d. Evaluate the effectiveness of the interview <p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> a. Choose topic and purpose appropriate to the audience b. Choose vocabulary and tone appropriate to the audience, topic, and purpose c. Use appropriate verbal and nonverbal presentation skills d. Respond to audience questions and comments e. Differentiate between standard English and informal language f. Critique oral presentations g. Assume shared responsibility for collaborative work h. Use a variety of 	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts</p> <ul style="list-style-type: none"> a. Identify and analyze an author’s use of figurative language b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and use of words e. Discriminate between connotative and denotative meanings and interpret the connotation f. Extend general and specialized vocabulary through speaking, listening, reading, and writing 	<p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational</p> <ul style="list-style-type: none"> a. Identify intended audience b. Use prewriting strategies to generate and organize ideas c. Distinguish between a thesis statement and a topic sentence d. Organize details to elaborate the central idea and provide unity e. Select specific vocabulary and information for audience and purpose f. Use interview quotations as evidence g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs h. Use computer technology to plan, draft, revise, edit, and publish writing <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and</p>	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research product</p> <ul style="list-style-type: none"> a. Collect and synthesize information from multiple sources including online, print and media b. Evaluate the validity and authenticity of texts c. Use technology as a tool to research, organize, evaluate, and communicate information d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style f. Publish findings and respond to feedback g. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information (subject

<p>strategies to listen actively</p> <p>8.3 The student will analyze, develop, and produce creative or informational media messages</p> <ol style="list-style-type: none"> a. Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations c. Use media and visual literacy skills to create products that express new understandings d. Evaluate sources for relationships between intent and factual content 	<p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry</p> <ol style="list-style-type: none"> a. Explain the use of symbols and figurative language b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support c. Explain how authors use characters, conflict, point of view, voice, and tone to create meaning d. Understand the author's use of conventional elements and characteristics within a variety of genres e. Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts f. Compare and contrast authors' styles g. Identify and ask questions that clarify various viewpoints h. Identify the main idea i. Summarize text relating supporting details j. Identify an author's organizational pattern using textual clues, such as transitional words and phrases k. Identify cause and effect relationships l. Use prior and background knowledge as a context for new learning 	<p>paragraphing</p> <ol style="list-style-type: none"> a. Using a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words c. Choose the correct case and number for pronouns in prepositional phrases with compound objects d. Maintain consistent verb tense across paragraphs e. Use comparative and superlative degrees in adverbs and adjectives f. Use quotation marks with dialogue and direct quotations g. Use correct spelling for frequently used words 	<p>to assessment third and fourth nine weeks)</p>
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WordBuild and Morphology

The attached documents help support instruction for SOLs 6.3, 7.4, and 8.4.

Although the minimum required is outlined in the pacing guides, teachers are encouraged to embed awareness of roots, prefixes and suffixes throughout the curriculum. Use of the WordBuild program facilitates this.

Overview

Ten roots are required in grade 6. Grade 6 students will also learn and use prefixes and suffixes widely. Teachers are encouraged to post prefixes and suffixes in their rooms so that students can refer to them frequently. A sample list is attached.

Grade 7 will be responsible for 10 more roots and reviewing the work from grade 6. Students will continue to learn and use prefixes and suffixes.

Grade 8 will be responsible for 10 more roots and reviewing the work from grades 6 and 7. Students will continue to learn and use prefixes and suffixes.

Which prefixes and suffixes will we teach?

The attached list is one source that may be used.

Note that the WordBuild program recommends that students *not* be required to memorize lists of prefixes and suffixes. Rather, the prefixes and suffixes can be on display and used to build words. Teachers may also find that concentrating on a few affixes at a time helps students to retain their meaning.

How were the targeted roots selected?

Two resources were used to select roots:

1. The WordBuild program (2007 edition) has a list of the 25 most common roots of English. This same program includes the number of words that can be made from each root.
2. "Building Vocabulary: Prefixes, Roots, and Suffixes" is a document that includes 27 high-utility roots and was obtained from the UVA website.

Key instructional issue

Instead of having students simply learn the definitions of the roots, have them use and manipulate the word parts in meaningful ways. The WordBuild program is one resource already in the schools, and other resources also offer suggestions such as building vocabulary trees and using graphic organizers. The Virginia Department of Education website also has ideas.

What is the breakdown for the pacing guides?

The benchmark tests may assess any roots that have already been taught. The chart below shows how the new roots are spread out through the year.

Nine weeks	Roots
Grade 6	
1	2
2	3
3	3
4	2
Grade 7	
1	Review 6 th grade list
2	4
3	4
4	2
Grade 8	
1	Review 6 th & 7 th grade lists
2	4
3	4
4	2

	Roots	Definition	Example Words	# Words
1	act,actu,ag	to do; to perform; to cause to move	act, acts, acting, acted, active [PE], agent, interact, react, reaction [Sci], aggressive [H], radioactivity [Sci]	60
2	pel, pul, puls	push	pulse, dispel, compel, expel, repulsive, repulsion	60
3	plic,plice, plex, plicit	fold, intertwine, mix, or associate	duplicate, explicate, implicate, applicable, implicit, replicate, complicate	70
4	reg, rect, rig	straight, right, rule, lead	correct(s,ing, ion, ed), direct(ion, ed, s, or,ing), erect(s, or, ing, ed), regular, regulation	84
5	sens, sent, senti	feel, perceive	consent, sentient, sentiment, assent, insensitive, senseless, sensory	86
6	st, sta, stab, stat, stas	stand or stop	constant, distance , instance, ecstatic, thermostat, apostate	60
7	ten, tin, tinu, tain	to hold or keep	contain, continue, sustain, restrain, retain, detain, retention, tenant	77
8	tract	to pull, drag, or draw	attract (s, ed, ing, ive,ion), contract(s) [H], contraction [Eng], subtract (s, ed, ing, ion) [Math]	89
9	ven, vent	to come	convention(s) event, prevent (s,ed,ion, ed) invent(ed,ing,ion, or) [Sci], solvent [Sci]	72
10	vid, vis, visu	sight	evident, evidently, invisible, provide(s) supervise(or) television, vision [Health], visual, video, visible [Sci]	92