

Instructional Guide

Grade Level Eighth Grade

Subject English Language Arts **School System** Pickens County

School Year 2011-2012

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1 st 9 weeks	<p>ARMT 1</p> <p>AHSGE Reading Standard I Objective 2: Determine sequence of events</p> <p>AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion.</p> <p>AHSGE Language Standard 2 Objective 2 Apply strategies including making inferences to determine theme to comprehend eighth grade recreational reading materials</p>	<p>8.1.a Apply strategies including making inferences to determine theme to comprehend eighth grade recreational reading materials</p> <p>8.1.B.1 Applying self monitoring strategies for text understanding</p> <p>8.1.B.2 Distinguishing fact from fiction to enhance understanding</p> <p>8.1.B.3 Determining sequence in recreational reading material</p>	<p>Literature-Prentice Hall Page Numbers: 509-583- throughout the text</p> <p>“Thank You Ma’am” pg. 356</p> <p>ARMT Practice Reading Booklet pg. 5-8, 9-12</p> <p>Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Resource Teachers, Extended Time, Guided Practice</p> <p>Draw Conclusions, Unit 5, Pt 1, pgs 744-875</p>		

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1 st 9 weeks	ARMT 1 AHSGE Reading Standard I Objective 2: Determine sequence of events	8.1.b Apply strategies including confirming and refuting predictions to determine theme to comprehend eighth grade recreational reading materials 8.1.B.1 Applying self monitoring strategies for text understanding 8.1.B.3 Determining sequence in recreational reading material	Throughout the text and Unit 1, Pt. 1 “A Retrieved Information” pg. 28 ARMT 1 p. 5-8, 9-12 Classroom library, leveled texts, newspapers Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	ARMT 1 AHSGE Language Standard IV Objective 1: Determine meaning of word AHSGE Language Standard I Objective 9: Identify commonly confused words	8.1.c Apply strategies including using specific context clues to comprehend eighth grade recreational reading materials 8.1.B.1 Applying self monitoring strategies for text understanding	Throughout the text-Pgs. 597-646, Unit 4, Pt 1 “The Road Not Taken” pg. 704 ARMT Reading Practice Booklet pg. 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	ARMT 2	8.2.a Evaluate the impact of setting on theme in specific literary selections 8.2.B.1 Identifying components of plot	PH Unit 6 “Thank You Ma’am” pg. 356, “Tell-Tale Heart” pg. 265 ARMT Reading Practice Booklet pg. 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	ARMT 2	8.2.b Evaluate the impact of mood on theme in specific literary selections 8.2.B.1 Identifying components of plot	<p>“Speckled Band” and Pgs. 5, 104, 134, 142, 116, 112, 138, 141, 114, 120, 121, 124, 125, 128, 129, 132</p> <p>“Tell-Tale Heart” pg. 265, “Drummer Boy of Shiloh” pg. 290</p> <p>ARMT Reading Practice Booklet pg 5-8, 9-12</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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1 st 9 weeks	ARMT 2.	8.2.c Evaluate the impact of characterization in specific literary selections	Unit 2, Pt 1 “The Tell-Tale Heart” pg. 265 ARMT Reading Practice Booklet pg 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	ARMT 4 AHSGE Reading Standard I Objective 2: Determine sequence of events AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion	8.4.a Apply strategies appropriate to type of reading material including making inferences to determine bias to comprehend eighth grade informational and functional reading materials 8. 4.B.1 Applying self-monitoring strategies for text understanding 8.4.B. 3 Distinguishing fact from opinion in informational reading materials 8.4.B. 5 Determining sequence of steps, events, or information	Throughout the text and Pgs. 77, 151, 279, 295, 377, 487, 549, 619, 701, 757, 879, 1031 “Charles” pg. 345 ARMT Reading Practice Booklet pg. 13-15, 16-17, 18-19, 20-21 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	ARMT 4	8.4.b Apply strategies appropriate to type of reading material including making inferences to determine theme to comprehend eighth grade informational and functional reading materials 8.4.B.1 Applying self monitoring strategies for text understanding	Throughout the text and Pgs. 305-416 “The Story-Teller” pg 363 ARMT Reading Practice Booklet pg 13-15, 16-17, 18-19, 20-21 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	<p>ARMT 4</p> <p>AHSGE Reading Standard I Objective 2: Determine sequence of events</p> <p>AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion</p> <p>AHSGE Reading Standard IV Objective 1: Determine meaning of words.</p>	<p>8.4.c Apply strategies appropriate to type of reading material including using specific context clues to comprehend eighth grade informational and functional reading materials</p> <p>8.4.B.1 Applying self monitoring strategies for text understanding</p> <p>8.4. B.3 Distinguishing fact from opinion in informational readings</p> <p>8.4.B.5 Determining sequence of steps, events, or information</p>	<p>Throughout the text</p> <p>“Thumbprint” pg. 609</p> <p>ARMT Reading Practice Booklet pg. 13-15, 16-17, 18-19, 20-21</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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1 st 9 weeks		8.6.a Analyze works of literature for character motivation	PH 206, 834, 870 “The Diary of Anne Frank” pg 776 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks		8.6.b Analyze works of literature for mood and tone	PH 424-434, PH 553-565 “The Tell Heart” pg 265 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	<p>AHSGE Reading Standard III Objective 2: Analyze literary elements.</p> <p>AHSGE Reading Standard III Objective 3: Understand figurative language</p>	8.6.d Analyze works of literature for literary devices	<p>Throughout the text “Silver” pg 604, “The City Is So Big” pg. 624, “January” pg. 678, “The Country” pg. 640</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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1 st 9 weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8.a Write in narrative mode with attention to descriptive elements Examples-Descriptive Elements-sensory details, Figurative Language, Spatial Relationships	Unit 3 PH pgs 425 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8b Write in expository mode with attention to descriptive elements	PH Unit 3 pgs 206, R13 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8.c Write in persuasive mode with attention to descriptive elements	PH Unit 3 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.a Apply mechanics in punctuation including punctuating titles	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.b Apply mechanics in writing using quotation marks	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.c Apply mechanics in writing including underlining and italics	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 3: Demonstrate correct use of semicolon and a colon.	8.9.d Apply mechanics in writing including using semi-colons	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 2: Demonstrate correct use of commas. AHSGE Language Standard IV Objective 3: Demonstrate correct use of semicolon and a colon	8.9.e Apply mechanics in writing including conjunctive adverbs	Writer's Choice Unit 13 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard IV Objective 2: Demonstrate correct use of commas.	8.9.f Apply mechanics in writing including using commas to join two independent clauses 8.9.B.1 Demonstrating correct sentence structure by avoiding commas splices in writing 8.9.B. 2 Using commas to set off nonessential clauses and appositives in writing	Writer's Choice Unit 13 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard III Objective 1: Correct run-on sentences, sentence fragments, and comma splices.	8.9.g Apply mechanics in writing to correct run-on sentences 8.9.B.1 Demonstrating correct sentence structure by avoiding commas splices in writing 8.9.B. 2 Using commas to set off nonessential clauses and appositives in writing	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard II Objective 2: Use formal language and informal language appropriately	8.14.a Identify characteristics of formal language Example: Formal → Standard English, no slang	Writer's Choice Units 1-7 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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1 st 9 weeks	AHSGE Language Standard II Objective 2: Use formal language and informal language appropriately	8.14.b Identify characteristics of spoken informal language Example: Informal→Dialect, Slang	Writer's Choice Units 1-7 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 1 AHSGE Reading Standard I Objective 2: Determine sequence of events AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion.	8.1.a Apply strategies including making inferences to determine theme to comprehend eighth grade recreational reading materials 8.1.B.1 Applying self monitoring strategies for text understanding 8.1.B.2 Distinguishing fact from fiction to enhance understanding 8.1.B.3 Determining sequence in recreational reading material	Literature-Prentice Hall Page Numbers: 509-583- throughout the text “Thank You Ma’am” pg. 356 ARMT Practice Reading Booklet pg. 5-8, 9-12 Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Resource Teachers, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 1 AHSGE Reading Standard I Objective 2: Determine sequence of events	8.1.b Apply strategies including confirming and refuting predictions to determine theme to comprehend eighth grade recreational reading materials 8.1.B.1 Applying self monitoring strategies for text understanding 8.1.B.3 Determining sequence in recreational reading material	Throughout the text and Unit 1, Pt. 1 “A Retrieved Information” pg. 28 ARMT 1 p. 5-8, 9-12 Classroom library, leveled texts, newspapers Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 1 AHSGE Language Standard IV Objective 1: Determine meaning of words	8.1.c Apply strategies including using specific context clues to comprehend eighth grade recreational reading materials 8.1.B.1 Applying self monitoring strategies for text understanding	Throughout the text- Pgs. 597-646, Unit 4, Pt 1 “The Road Not Taken” pg. 704 ARMT Reading Practice Booklet pg. 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 2	8.2.a Evaluate the impact of setting on theme in specific literary selections 8.2.B.1 Identifying components of plot	PH Unit 6 “Thank You Ma’am” pg. 356, “Tell-Tale Heart” pg. 265 ARMT Reading Practice Booklet pg. 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 2	8.2.b Evaluate the impact of mood on theme in specific literary selections 8.2.B.1 Identifying components of plot	<p>“Speckled Band” and Pgs. 5, 104, 134, 142, 116, 112, 138, 141, 114, 120, 121, 124, 125, 128, 129, 132</p> <p>“Tell-Tale Heart” pg. 265, “Drummer Boy of Shiloh” pg. 290</p> <p>ARMT Reading Practice Booklet pg 5-8, 9-12</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks	ARMT 2	8.2.c Evaluate the impact of characterization in specific literary selections	Unit 2, Pt 1 “The Tell-Tale Heart” pg. 265 ARMT Reading Practice Booklet pg 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 3	8.3. Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics 8.3.B Identifying rhythm and rhyme scheme	Unit 4 (Poetry) Pgs. R13, R14, R17 and Pgs. 654, 659, 662, 672 “Old Man” pg. 660 “Cat” pg 602 “Ode to Enchanted Light” pg. 629 “Southbound to the Freeway” pg. 638 “Your Little Voices/Over the Wires Came Leaping” pg. 692 ARMT Reading Practice Booklet pg. 23 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 4 AHSGE Reading Standard I Objective 2: Determine sequence of events AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion	8.4.a Apply strategies appropriate to type of reading material including making inferences to determine bias to comprehend eighth grade informational and functional reading materials 8. 4.B.1 Applying self- monitoring strategies for text understanding 8.4.B. 3 Distinguishing fact from opinion in informational reading materials 8.4.B. 5 Determining sequence of steps, events, or information	Throughout the text and Pgs. 77, 151, 279, 295, 377, 487, 549, 619, 701, 757, 879, 1031 “Charles” pg. 345 ARMT Reading Practice Booklet pg. 13-15, 16-17, 18-19, 20-21 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ARMT 4	8.4.b Apply strategies appropriate to type of reading material including making inferences to determine theme to comprehend eighth grade informational and functional reading materials 8.4.B.1 Applying self monitoring strategies for text understanding	Throughout the text and Pgs. 305-416 “The Story-Teller” pg 363 ARMT Reading Practice Booklet pg 13-15, 16-17, 18-19, 20-21 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	<p>ARMT 4</p> <p>AHSGE Reading Standard I Objective 2: Determine sequence of events</p> <p>AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion</p> <p>AHSGE Reading Standard IV Objective 1: Determine meaning of words.</p>	<p>8.4.c Apply strategies appropriate to type of reading material including using specific context clues to comprehend eighth grade informational and functional reading materials</p> <p>8.4.B.1 Applying self monitoring strategies for text understanding</p> <p>8.4. B.3 Distinguishing fact from opinion in informational readings</p> <p>8.4.B.5 Determining sequence of steps, events, or information</p>	<p>Throughout the text</p> <p>“Thumbprint” pg. 609</p> <p>ARMT Reading Practice Booklet pg. 13-15, 16-17, 18-19, 20-21</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks		8.5.a Explain distinguishing characteristics of odes, ballads, and epic poetry.	<p>Prentice Hall Unit 4 pg 917 “Ring Out Wild Bells” pg 611 “Ode to the Enchanted Light” pg 629</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks		8.5.b Explain distinguishing characteristics of historical documents.	Prentice Hall R14- pgs. 280, 774, 990 (Unit 5 Pt 2) “Episode of War” pg 1017 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks		8.5.c Explain distinguishing characteristics of essays	Prentice Hall Unit 3 “Baseball” pg 453 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks		8.5.d Explain distinguishing characteristics of letters to the editor and editorials	<p>Prentice Hall pgs. 766-770 Newspapers pg 570 (Prentice Hall)</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks		8.6.b Analyze works of literature for mood and tone	PH 424-434, PH 553-565 “The Tell Heart” pg 265 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	<p>AHSGE Reading Standard III Objective 2: Analyze literary elements.</p> <p>AHSGE Reading Standard III Objective 3: Understand figurative language</p>	8.6.c Analyze works of literature for similarities across texts	<p>Throughout the text and Unit 6 Pt 2-pgs 1032-1038 “The Finish of Patsy Barnes” pg 282, “The Drummer Boy of Shiloh” pg 290</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks		8.6.d Analyze works of literature for literary devices	Throughout the text “Silver” pg 604, “The City Is So Big” pg. 624, “January” pg. 678, “The Country” pg. 640 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks		8.7 Compose a business letter including heading, inside address, salutation, body, and signature	PH pgs. 766-770 Writer's Choice Unit 5 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8.a Write in narrative mode with attention to descriptive elements Examples-Descriptive Elements-sensory details, Figurative Language, Spatial Relationships	Unit 3 PH pgs 425 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8.b Write in expository mode with attention to descriptive elements	PH Unit 3 pgs 206, 425 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Reading Standard III Objective 3: Understand figurative language	8.8.c Write in persuasive mode with attention to descriptive elements	PH Unit 3 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.a Apply mechanics in punctuation including punctuating titles	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.b Apply mechanics in writing using quotation marks	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard IV Objective 4: Demonstrate correct use of quotation marks and underlining.	8.9.c Apply mechanics in writing including underlining and italics	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard IV Objective 3: Demonstrate correct use of a semicolon and a colon.	8.9.d Apply mechanics in writing including using semi-colons	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	<p>AHSGE Language Standard IV Objective 2: Demonstrate correct use of commas.</p> <p>AHSGE Language Standard IV Objective 3: Demonstrate correct use of a semicolon and a colon.</p>	8.9.e Apply mechanics in writing including conjunctive adverbs	<p>Writer's Choice Unit 13</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks	AHSGE Language Standard IV Objective 2: Demonstrate correct use of commas.	8.9.f Apply mechanics in writing including using commas to join two independent clauses 8.9.B.1 Demonstrating correct sentence structure by avoiding commas splices in writing 8.9.B. 2 Using commas to set off nonessential clauses and appositives in writing	Writer's Choice Unit 13 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard III Objective 1: Correct run-on sentences, sentence fragments, and comma splices.	8.9.g Apply mechanics in writing to correct run-on sentences 8.9.B.1 Demonstrating correct sentence structure by avoiding commas splices in writing 8.9.B. 2 Using commas to set off nonessential clauses and appositives in writing	Writer's Choice Unit 20 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks		8.10.a Use prepositional phrases to vary sentence structure Example-Using sentence diagramming or sentence patterns to illustrate structural variety	Writer's Choice Units 13, 18 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard I Objective 3: Recognize subject-verb agreement.	8.10.b Use compound sentences to vary sentence structure Example-Using sentence diagramming or sentence patterns to illustrate structural variety 8.10.B.1 Using gerunds, infinitives, and participles in writing 8.10.B.2 Recognizing active and passive voice in writing 8.10.B.3 Applying subject verb agreement rules with collective nouns, nouns compound in form, but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, in subjects plural in form but singular in meaning	Writer's Choice Units 2-6, 8, 9, 15, 16, 18 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard I Objective 7: Identify effective use of voice AHSGE Language Standard I Objective 3: Recognize subject-verb agreement.	8.10.c Use complex sentences to vary sentence structure Example-Using sentence diagramming or sentence patterns to illustrate structural variety 8.10.B.1 Using gerunds, infinitives, and participles in writing 8.10.B.2 Recognizing active and passive voice in writing 8.10.B.3 Applying subject verb agreement rules with collective nouns, nouns compound in form, but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, in subjects plural in form but singular in meaning	Writer's Choice Units 2-6, 8, 9, 14, 15 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard I Objective 3: Recognize subject-verb agreement.	8.10. d Use compound- complex sentences to vary sentence structure Example-Using sentence diagramming or sentence patterns to illustrate structural variety 8.10.B.1 Using gerunds, infinitives, and participles in writing 8.10.B.2 Recognizing active and passive voice in writing 8.10.B.3 Applying subject verb agreement rules with collective nouns, nouns compound in form, but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, in subjects plural in form but singular in meaning	Writer's Choice Units 2-6, 9, 15 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	ASGHE Language Standard 1 Objective 2 Identify correct verb forms	8.11 Write sentence patterns common to English construction Examples: Subject→Verb (S→V) Subject →Action Verb →Direct Object (S→AV→DO) Subject→Action Verb→Indirect Object→Direct Object(S→AV→IO→DO) Subject→Linking Verb→Predicate Nominative(S→LV→PN) Subject→Linking Verb→Predicate Adjective(S→LV→PA)	Writer's Choice Units 8, 11 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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2 nd 9 Weeks	AHSGE Language Standard I Objective 8: Determine correct placement of modifiers. AHSGE Language Standard III Objective 2: Correct sentences that lack internal parallelism. AHSGE Language Standard 1 Objective 4 Recognize pronoun- antecedent	8.12.a Identify the correct use of degrees of comparison including the use of adjectives and adverbs 8.12.B.1 Recognizing parallelism in phrases and clauses	Writer's Choice Unit 16 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice Unit 11 Pronouns		

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2 nd 9 Weeks	AHSGE Language Standard I Objective 8: Determine correct placement of modifiers. AHSGE Language Standard I Objective 3: Recognize subject-verb agreement. AHSGE Language Standard 1 Objective 6 Identify correct pronoun case	8.12.b Identify the correct use of degrees of comparison using subject- verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects 8.12.B.1 Recognizing parallelism in phrases and clauses	Writer's Choice Units 8, 16 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice Unit 11 Pronouns		

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2 nd 9 Weeks	<p>AHSGE Language Standard I Objective 3: Recognize subject-verb agreement.</p> <p>AHSGE Language Standard I Objective 8: Determine correct placement of modifiers.</p>	<p>8.12.c Identify the correct use of degrees of comparison including those joined by or with the second element as singular or plural</p> <p>8.12.B.1 Recognizing the parallelism in phrases and clauses</p>	<p>Writer's Choice Unit 8</p> <p>Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice</p>		

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2 nd 9 Weeks	AHSGE Reading Standard IV Objective 4: Demonstrate reference material usage.	8.13 Combine all aspects of the research process to compose a report Examples: Outline, Rough Draft, Editing, Final Copy, Works-cited page 8.13.B.1 Taking notes to gather and summarize information 8.13.B.2 Using paraphrasing and documentation of sources to avoid plagiarism	Writer's Choice Unit 2 Resource Teachers, Graphic Organizers, Grouping, Pre-teach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		