Instructional Guide

Grade Level Eighth Grade

Subject English Language Arts School System Pickens County

School Year <u>2011-2012</u>

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	ARMT 1 AHSGE Reading Standard I Objective 2: Determine sequence of events AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion. AHSGE Language Standard 2 Objective 2 Apply strategies including making inferences to determine theme to comprehend eighth grade recreational reading	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		
	materials		Draw Conclusions, Unit 5, Pt 1, pgs 744-875		

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	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		

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	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, Preteach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

Time Period (Pacing - when)	ARMT/AHSGE	Standards/ Components (Pacing – what) Break down into	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		component parts			
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, Preteach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

Time Period (Pacing	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
when)			Curricular Alignment	(Pacing – how well)	
		Break down into component parts		,	
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	"Speckled Band" and Pgs. 5, 104, 134, 142, 116, 112, 138, 141, 114, 120, 121, 124, 125, 128, 129, 132 "Tell-Tale Heart" pg. 265, "Drummer Boy of Shiloh" pg. 290		
			ARMT Reading Practice Booklet pg 5-8, 9-12 Resource Teachers, Graphic Organizers, Grouping, Preteach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

Time Period (Pacing	ARMT/AHSGE	Standards/ Components	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works what needs
when)		(Pacing – what)	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
		Break down into component parts			
1 st 9	ARMT 2.	8.2.c Evaluate the	Unit 2, Pt 1		
weeks		impact of characterization in specific literary	"The Tell-Tale Heart" pg. 265		
		selections	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		

Time Period	ARMT/AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What works what
(Pacing		(Pacing – what)	(Pacing – how)	Formative	needs adjustment)
-				Assessment	
when)			Curricular Alignment	(Pacing –	
		Break down into		how well)	
		component parts			
1 st 9	ARMT 4	8.4.a Apply strategies	Throughout the text and		
weeks		appropriate to type of reading	Pgs. 77, 151, 279, 295,		
	AHSGE Reading	material including making	377, 487, 549, 619, 701,		
	Standard I	inferences to determine bias	757, 879, 1031		
	Objective 2:	to comprehend eighth grade			
	Determine	informational and functional	"Charles" pg. 345		
	sequence of	reading materials			
	events	8. 4.B.1 Applying self-	ARMT Reading Practice		
		monitoring strategies for text	Booklet pg. 13-15, 16-		
	AHSGE Reading	understanding	17, 18-19, 20-21		
	Standard II	8.4.B. 3 Distinguishing fact	Resource Teachers,		
	Objective 4:	from opinion in informational	Graphic Organizers,		
	Propaganda; fact	reading materials	Grouping, Pre-teach		
	from opinion	8.4.B. 5 Determining	vocabulary, Test		
	-	sequence of steps, events, or	Generator CDs, Flow		
		information	Chart, Extended Time,		
			Guided Practice		

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

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	ARMT 4	8.4.c Apply strategies	Throughout the text		
weeks	AHSGE Reading Standard I Objective 2: Determine sequence of events AHSGE Reading Standard II Objective 4: Propaganda; fact from opinion AHSGE Reading Standard IV	appropriate to type of reading material including using specific context clues 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 readings 8.4.B.5 Determining sequence of steps, events,	"Thumbprint" pg. 609 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		
	Objective 1:	or information	Time, Guided		
	Determine meaning of words.		Practice		

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 Assessme nt (Pacing - how well)	Mapping Comments (What works what needs adjustment)
1 st 9		8.6.a Analyze works of	PH 206, 834, 870		
weeks		literature for character	"The Diary of Anne		
		motivation	Frank" pg 776		
			Resource Teachers,		
			Graphic Organizers,		
			Grouping, Pre-teach		
			vocabulary, Test		
			Generator CDs, Flow		
			Chart, Extended		
			Time, Guided		
			Practice		

Time Period (Pacing	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
when)			Curricular Alignment	(Pacing – how well)	
		Break down into component parts	3 3	,	
1 st 9		8.6.b Analyze works of	PH 424-434, PH		
weeks		literature for mood and	553-565		
		tone	"The Tell Heart" pg 265		
			Resource Teachers,		
			Graphic Organizers,		
			Grouping, Pre-teach		
			vocabulary, Test		
			Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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

Time Period (Pacing - when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts			
1 st 9	AHSGE	8.8.a Write in narrative	Unit 3 PH pgs 425		
weeks	Reading	mode with attention to			
	Standard III	descriptive elements	Resource Teachers,		
	Objective 3:	Examples-Descriptive	Graphic Organizers,		
	Understand	Elements-sensory details,	Grouping, Pre-teach		
	figurative	Figurative Language,	vocabulary, Test		
	language	Spatial Relationships	Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts	/ ingrillion	non non,	
1 st 9	AHSGE	8.8.c Write in persuasive	PH Unit 3		
weeks	Reading	mode with attention to			
	Standard III	descriptive elements	Resource Teachers,		
	Objective 3:		Graphic Organizers,		
	Understand		Grouping, Pre-teach		
	figurative		vocabulary, Test		
	language		Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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

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

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

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1 st 9	AHSGE	8.9.d Apply mechanics in	Writer's Choice		
weeks	Language	writing including using	Unit 20		
	Standard IV Objective 3:	semi-colons	Resource Teachers,		
	Demonstrate		Graphic Organizers,		
	correct use of		Grouping, Pre-teach		
	semicolon and a		vocabulary, Test		
	colon.		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	AHSGE	8.9.f Apply mechanics in	Writer's Choice		
weeks	Language	writing including using	Unit 13		
	Standard IV	commas to join two			
	Objective 2:	independent clauses	Resource Teachers,		
	Demonstrate	8.9.B.1 Demonstrating	Graphic Organizers,		
	correct use of	correct sentence structure	Grouping, Pre-teach		
	commas.	by avoiding commas	vocabulary, Test		
		splices in writing	Generator CDs,		
		8.9.B. 2 Using commas to	Flow Chart,		
		set off nonessential clauses	Extended Time,		
		and appositives in writing	Guided Practice		

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

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

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

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

Time Period (Pacing	ARMT/AHS GE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
when)			Curricular	(Pacing – how	
		Break down into	Alignment	well)	
		component parts			
2 nd 9	ARMT 1	8.1.b Apply strategies	Throughout the text		
Weeks		including confirming and	and Unit 1, Pt. 1		
	AHSGE	refuting predictions to	"A Retrieved		
	Reading	determine theme to	Information" pg. 28		
	Standard I	comprehend eighth grade	ARMT 1 p. 5-8, 9-12		
	Objective 2:	recreational reading	Classroom library,		
	Determine	materials	leveled texts,		
	sequence of	8.1.B.1 Applying self	newspapers		
	events	monitoring strategies for text			
		understanding	Resource Teachers,		
		8.1.B.3 Determining	Graphic Organizers,		
		sequence in recreational	Grouping, Pre-teach		
		reading material	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		

Time Period	ARMT/AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What works what needs
(Pacing – when)		(Pacing – what)	(Pacing – how) Curricular Alignment	Formative Assessment (Pacing – how well)	adjustment)
		Break down into component parts		,	
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	"Speckled Band" and Pgs. 5, 104, 134, 142, 116, 112, 138, 141, 114, 120, 121, 124, 125, 128, 129, 132 "Tell-Tale Heart" pg. 265, "Drummer Boy of Shiloh" pg. 290 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	ARMT 2	8.2.c Evaluate the impact	Unit 2, Pt 1		
Weeks		of characterization in	2,101		
		specific literary selections	"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, Preteach vocabulary, Test Generator CDs, Flow Chart, Extended Time, Guided Practice		

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		Break down into component parts			
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,		

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

Time Period	ARMT/AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What works what needs
(Pacing – when)		(Pacing – what)	(Pacing – how) Curricular	Formative Assessment (Pacing –	adjustment)
Wilding			Alignment	how well)	
		Break down into		,	
		component parts			
2 nd 9	ARMT 4	8.4.c Apply strategies	Throughout the text		
Weeks		appropriate to type of			
	AHSGE Reading	reading material	"Thumbprint" pg.		
	Standard I Objective	including using specific	609		
	2: Determine	context clues to			
	sequence of events	comprehend eighth	ARMT Reading		
		grade informational and	Practice Booklet pg.		
	AHSGE Reading	functional reading	13-15, 16-17, 18-		
	Standard II Objective	materials	19, 20-21		
	4: Propaganda; fact	8.4.B.1 Applying self			
	from opinion	monitoring strategies for	Resource Teachers,		
		text understanding	Graphic Organizers,		
	AHSGE Reading	8.4. B.3 Distinguishing	Grouping, Pre-teach		
	Standard IV Objective	fact from opinion in	vocabulary, Test		
	1: Determine	informational readings	Generator CDs,		
	meaning of words.	8.4.B.5 Determining	Flow Chart,		
		sequence of steps,	Extended Time,		
		events, or information	Guided Practice		

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

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)
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		

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)
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		

Time Period (Pacing - when)	ARMT/AHSGE	Standards/ Components (Pacing – what) Break down into	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		component parts			
2 nd 9		8.5.d Explain	Prentice Hall pgs.		
Weeks		distinguishing	766-770		
		characteristics of letters to	Newspapers pg 570		
		the editor and editorials	(Prentice Hall)		
			Resource Teachers,		
			Graphic Organizers,		
			Grouping, Pre-teach		
			vocabulary, Test		
			Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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)
2 nd 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		

Time Period (Pacing	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
when)			Curricular Alignment	(Pacing – how well)	
		Break down into component parts	g	,	
2 nd 9		8.6.b Analyze works of	PH 424-434, PH		
Weeks		literature for mood and	553-565		
		tone	"The Tell Heart" pg 265		
			Resource Teachers,		
			Graphic Organizers,		
			Grouping, Pre-teach		
			vocabulary, Test		
			Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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

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)
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		

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts	g	, ,	
2 nd 9	AHSGE	8.8.a Write in narrative	Unit 3 PH pgs 425		
Weeks	Reading	mode with attention to			
	Standard III	descriptive elements	Resource Teachers,		
	Objective 3:	Examples-Descriptive	Graphic Organizers,		
	Understand	Elements-sensory details,	Grouping, Pre-teach		
	figurative	Figurative Language,	vocabulary, Test		
	language	Spatial Relationships	Generator CDs,		
		_	Flow Chart,		
			Extended Time,		
			Guided Practice		

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

Time Period (Pacing - when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular	Date of Common Formative Assessment (Pacing –	Mapping Comments (What works what needs adjustment)
Wilelij			Alignment	how well)	
		Break down into component parts		·	
2 nd 9	AHSGE	8.8.c Write in persuasive	PH Unit 3		
Weeks	Reading	mode with attention to			
	Standard III	descriptive elements	Resource Teachers,		
	Objective 3:		Graphic Organizers,		
	Understand		Grouping, Pre-teach		
	figurative		vocabulary, Test		
	language		Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

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

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

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

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

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts			
2 nd 9	AHSGE	8.9.f Apply mechanics in	Writer's Choice		
Weeks	Language Standard IV	writing including using commas to join two	Unit 13		
	Objective 2:	independent clauses	Resource Teachers,		
	Demonstrate	8.9.B.1 Demonstrating	Graphic Organizers,		
	correct use of commas.	correct sentence structure by avoiding commas	Grouping, Pre-teach vocabulary, Test		
		splices in writing	Generator CDs,		
		8.9.B. 2 Using commas to	Flow Chart,		
		set off nonessential clauses	Extended Time,		
		and appositives in writing	Guided Practice		

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular	Date of Common Formative Assessment (Pacing –	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Alignment	how well)	
2 nd 9		8.10.a Use prepositional	Writer's Choice		
Weeks		phrases to vary sentence structure	Units 13, 18		
		Example-Using sentence	Resource Teachers,		
		diagramming or sentence	Graphic Organizers,		
		patterns to illustrate	Grouping, Pre-teach		
		structural variety	vocabulary, Test		
			Generator CDs,		
			Flow Chart,		
			Extended Time,		
			Guided Practice		

Time Period	ARMT/AHS GE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works what needs adjustment)
(Pacin		,	, ,	Assessme	•
g –			Curricular Alignment	nt (Pacing	
		Break down into		– how	
when)		component parts		well)	
2 nd 9	AHSGE	8.10.b Use compound	Writer's Choice Units 2-		
Weeks	Language	sentences to vary sentence	6, 8, 9, 15, 16, 18		
	Standard I	structure			
	Objective 3:	Example-Using sentence	Resource Teachers,		
	Recognize	diagramming or sentence	Graphic Organizers,		
	subject-verb	patterns to illustrate structural	Grouping, Pre-teach		
	agreement.	variety	vocabulary, Test		
		8.10.B.1 Using gerunds, infinitives, and participles in	Generator CDs, Flow Chart, Extended Time,		
		writing	Guided Practice		
		8.10.B.2 Recognizing active	Outded Fractice		
		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			

Time Period	ARMT/AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What works what needs
(Pacing		(Pacing – what)	(Pacing – how)	Formative Assessment	adjustment)
when)			Curricular	(Pacing –	
		Break down into component parts	Alignment	how well)	
2 nd 9	AHSGE	8.10.c Use complex sentences to	Writer's Choice		
Weeks	Language	vary sentence structure	Units 2-6, 8, 9, 14,		
	Standard I	Example-Using sentence	15		
	Objective 7:	diagramming or sentence			
	Identify	patterns to illustrate structural	Resource		
	effective use of	variety	Teachers, Graphic		
	voice	8.10.B.1 Using gerunds,	Organizers,		
		infinitives, and participles in	Grouping, Pre-		
	AHSGE	writing	teach vocabulary,		
	Language	8.10.B.2 Recognizing active	Test Generator		
	Standard I	and passive voice in writing	CDs, Flow Chart,		
	Objective 3:	8.10.B.3 Applying subject verb	Extended Time,		
	Recognize	agreement rules with collective	Guided Practice		
	subject-verb	nouns, nouns compound in			
	agreement.	form, but singular in meaning, compound subjects joined by			
		correlative and coordinating			
		conjunctions, in subjects plural			
		in form but singular in meaning			

Time Period (Pacing - when)	ARMT/AHSGE	Standards/ Components (Pacing – what) Break down into	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
nd		component parts			
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		

Time Period (Pacing	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
when)			Curricular	(Pacing –	
		Break down into	Alignment	how well)	
		component parts			
2 nd 9	ASGHE	8.11 Write sentence patterns	Writer's Choice		
Weeks	Language	common to English	Units 8, 11		
	Standard 1	construction			
	Objective 2	Examples:	Resource Teachers,		
	Identify correct	Subject \rightarrow Verb (S \rightarrow V)	Graphic Organizers,		
	verb forms	Subject → Action Verb	Grouping, Pre-teach		
		→Direct Object	vocabulary, Test		
		(S→AV→DO)	Generator CDs,		
		Subject→Action	Flow Chart,		
		Verb→Indirect	Extended Time,		
		Object→Direct	Guided Practice		
		$Object(S \rightarrow AV \rightarrow IO \rightarrow DO)$			
		Subject→Linking			
		Verb→Predicate			
		Nominative($S \rightarrow LV \rightarrow PN$)			
		Subject→Linking			
		Verb→Predicate			
		Adjective($S \rightarrow LV \rightarrow PA$)			

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what) Break down into	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		component parts			
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 I 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		

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

Time Period (Pacing when)	ARMT/AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		Break down into component parts			
2 nd 9	AHSGE	8.13 Combine all aspects	Writer's Choice		
Weeks	Reading Standard IV	of the research process to compose a report	Unit 2		
	Objective 4:	Examples: Outline, Rough	Resource Teachers,		
	Demonstrate	Draft, Editing, Final Copy,	Graphic Organizers,		
	reference	Works-cited page	Grouping, Pre-teach		
	material usage.	8.13.B.1 Taking notes to	vocabulary, Test		
		gather and summarize	Generator CDs,		
		information	Flow Chart,		
		8.13.B.2 Using	Extended Time,		
		paraphrasing and	Guided Practice		
		documentation of sources			
		to avoid plagiarism			