

South Conway County School District

MJHS Eighth Grade English Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
W.4.8.3	Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing	Analysis		
IR.12.8.8	Create a formal topic outline of thesis, main topics, sub-topics, and details.	Synthesis		
W.5.8.8	Write responses to literature that demonstrate understanding or interpretation	Comprehension		
W.5.8.3	Create expository, narrative, descriptive, and persuasive writings	Synthesis		
IR. 12.8.9	Use research to create one or more oral, written, or visual presentations/products.	Synthesis		
W.4.8.7	Revise content for -central Idea -organization -unity -elaboration -clarity	Synthesis		
W.4.8.8	Revise style for -sentence variety -tone (i.e., sense of audience, etc.) -voice (i.e., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) -selected vocabulary -selected information	Synthesis		
W.6.8.1	Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different kinds of sentences -declarative -interrogative -imperative -exclamatory	Application		
W.7.8.3	Use repetition for effect	Application		
W.7.8.4	Use transition words/ phrases	Application		
W.7.8.6	Create an effective lead and conclusion	Synthesis		
W.7.8.7	Use flashback/time transitions	Application		
W.7.8.8	Use dialogue effectively	Application		
W.7.8.9	Use anecdotes and quotes	Application		
W.7.8.1	Use figurative language purposefully, such as alliteration and assonance, to shape and control language to affect readers	Comprehension, Application		
W.7.8.5	Use purposeful vocabulary with emphasis on developing tone	Analysis, Synthesis		
W.6.8.4	Correct fragments, run-ons, comma splices, and fused sentences	Analysis		

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W.6.8.5	Evaluate personal, peer, or literature-based sentence formation for effective use of the parts of speech -Precise nouns -Pronouns to avoid repetition -Verbs •transitive active •transitive passive •intransitive linking •intransitive complete -Adjectives to modify nouns and pronouns -Adverbs to modify verbs, adjectives, and other adverbs -Conjunctions •coordinate •correlative •subordinate •interjections for excitement •prepositions to indicate relationships	Evaluation		
W.4.8.9	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Synthesis		
W.4.8.10	Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting	Synthesis		

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W.6.8.6	Apply conventions of grammar with emphasis on the following: -Subject-verb agreement -Parts of speech -Pronoun and antecedent agreement -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in regular, progressive, and emphatic verb forms -Verbals	Application		
W.6.8.10	Edit own and peer papers with emphasis on -All end marks -Commas -Dash -Hyphen -Quotation marks •double •single -Parentheses -Semicolons -Colons	Analysis		
W.4.8.12	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
R.9.8.3	Connect, compare, and contrast ideas, themes, and issues across texts	Analysis		
R.9.8.5	Generate and define questions related to universal themes to interpret meaning	Comprehension, Synthesis		
R.9.8.8	Infer a character's role in development of plot and theme	Analysis		
R.9.8.9	Infer mood and theme of text	Analysis		
R.9.8.10	Use literary elements and historical context to infer author's intent	Evaluation, Analysis		
R.9.8.11	Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved	Analysis		
R.9.8.12	Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work	Evaluation		
R.9.8.15	Identify main ideas and supporting evidence in short stories and novels	Comprehension		
R.9.8.21	Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme	Evaluation		
R.9.8.22	Evaluate personal, social, and political issues as presented in text	Evaluation		
R.10.8.10	Read a variety of poetry, with emphasis on free verse	Knowledge		
IR.12.8.1	Formulate original questions to explain and select a topic for research.	Synthesis		

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IR.12.8.2	Use appropriate reference features and text features to access information effectively.	Application		
IR.12.8.3	Use print and electronic sources independently to locate information.	Application		
IR.12.8.4	Gather information from more than one type of source (e.g., interviews, Internet, lab notes, etc.)	Knowledge		
IR.12.8.5	Self-select credible sources appropriate to purpose and topic.	Comprehension		
IR.12.8.6	Create visual graphics to interpret information.	Synthesis		
IR.12.8.7	Use notes to narrow a topic to develop a thesis statement.	Application, Comprehension		
R.11.8.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application, Comprehension		
R.11.8.5	Use context to determine meaning of multiple-meaning words	Comprehension		
R.11.8.8	Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases	Knowledge, Comprehension		
R.11.8.10	Use context, structure, denotations and connotations to determine meaning of words and phrases	Comprehension		
R.11.8.11	Read grade-level text with an approximate rate of 171 words per minute	Knowledge		
OV.1.8.1	Use vocabulary from content area text and reading/literature.	Comprehension		
OV.2.8.3	Listen attentively to summarize.	Knowledge		

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Second Quarter				
W.4.8.2	Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details	Analysis		
W.4.8.1	Self-select and apply an appropriate pre-writing strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data	Application		
W.4.8.3	Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing	Application		
W.4.8.4	Use available technology to access information and to document interviews	Knowledge, Application		
W.4.8.5	Create a draft with emphasis on persuasive and expository organization	Synthesis		
W.5.8.3	Create expository, narrative, descriptive, and persuasive writings	Synthesis		
W.5.8.5	Write research reports that include a thesis and use a variety of sources	Synthesis		
W.4.8.6	Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement	Synthesis		
W.7.8.3	Use repetition for effect	Application		
W.4.8.7	Revise content for -central Idea -organization -unity -elaboration -clarity	Analysis		
W.4.8.8	Revise style for -sentence variety -tone (i.e., sense of audience, etc.) -voice (i.e., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) -selected vocabulary -selected information	Analysis		
W.4.8.9	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Analysis		
W.6.8.2	Write more effective sentences by using all compound elements and by embedding clauses and prepositional, appositive, and verbal phrases	Analysis, Evaluation, Synthesis		
W.6.8.3	Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety	Application		
W.7.8.9	Use anecdotes and quotes	Application		

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W.6.8.5	Evaluate personal, peer, or literature-based sentence formation for effective use of the parts of speech -Precise nouns -Pronouns to avoid repetition -Verbs •transitive active •transitive passive •intransitive linking •intransitive complete -Adjectives to modify nouns and pronouns -Adverbs to modify verbs, adjectives, and other adverbs -Conjunctions •coordinate •correlative •subordinate •interjections for excitement •prepositions to indicate relationships	Evaluation		
W.4.8.10	Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling	Analysis		

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W.6.8.6	Apply conventions of grammar with emphasis on the following: -Subject-verb agreement -Parts of speech -Pronoun and antecedent agreement -Parts of a sentence and sentence patterns •S-V •S-V-DO •S-V-IO-DO •S-LV-PN •S-LV-PA -Conjugation in regular, progressive, and emphatic verb forms -Verbals	Application		
W.6.8.10	Edit own and peer papers with emphasis on -All end marks -Commas -Dash -Hyphen -Quotation marks •double •single -Parentheses -Semicolons -Colons	Analysis		
W.4.8.12	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
R.9.8.2	Evaluate the interrelations of text and world issues/events by applying connection strategies	Evaluation		
R.9.8.4	Defend questions formulated and purposes established for reading	Evaluation		
R.9.8.13	Distinguish among stated fact, reasoned judgment, and opinion in text	Analysis		
R.9.8.14	Classify and organize information from more than one text, based on purpose and/or level of importance	Analysis		
R.9.8.16	Use the text features to locate and recall information, with emphasis on text organizers	Application, Knowledge		
R.9.8.17	Determine text structure(s) to enhance understanding	Evaluation		
R.9.8.18	Organize information, including simple outlining	Synthesis		
R.9.8.19	Use skimming, scanning, note-taking, outlining, and questioning as study strategies	Application		
R.9.8.20	Synthesize information from multiple texts and provide evidence to support	Synthesis		
R.9.8.22	Evaluate personal, social, and political issues as presented in text	Evaluation		
R.10.8.4	Examine the author's credibility, use text structure, word choice, and viewpoint to evaluate message	Analysis, Evaluation		
R.11.8.4	Use knowledge of root words and affixes and word relationships to determine meaning	Evaluation, Application		

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R.11.8.5	Use context to determine meaning of multiple-meaning words	Evaluation, Application		
R.11.8.9	Identify how words from other cultures have been incorporated into English vocabulary usage	Knowledge		
R.11.8.10	Use context, structure, denotations and connotations to determine meaning of words and phrases	Application, Analysis		
R.11.8.11	Read grade-level text with an approximate rate of 171 words per minute	Knowledge		
OV.1.8.1	Use vocabulary from content area text and reading/literature.	Application		
OV.1.8.7	Deliver oral presentations using available technology.	Application		
OV.1.8.8	Report results of interviews, research, etc.	Knowledge		
OV.2.8.5	Evaluate presentations using established criteria/rubrics (e.g., purpose, content, organization, and delivery)	Evaluation		
OV.3.8.1	View a variety of visually presented materials for understanding of a specific topic.	Knowledge, Comprehension		
OV.3.8.3	Design presentations that incorporate media visuals.	Synthesis		

Third Quarter

W.4.8.1	Self-select and apply an appropriate pre-writing strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data	Application, Synthesis		
W.4.8.2	Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details	Synthesis		
W.4.8.3	Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing	Application		
W.5.8.3	Create expository, narrative, descriptive, and persuasive writings	Synthesis		
W.5.8.8	Write responses to literature that demonstrate understanding or interpretation	Synthesis		
W.4.8.7	Revise content for -central Idea -organization -unity -elaboration -clarity	Synthesis, Evaluation		
W.4.8.8	Revise style for -sentence variety -tone (i.e., sense of audience, etc.) -voice (i.e., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) -selected vocabulary -selected information	Synthesis, Evaluation		

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W.4.8.9	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Synthesis, Application		
W.6.8.1	Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different kinds of sentences -declarative -interrogative -imperative -exclamatory	Application		
W.6.8.4	Correct fragments, run-ons, comma splices, and fused sentences	Analysis		
W.6.8.5	Evaluate personal, peer, or literature-based sentence formation for effective use of the parts of speech -Precise nouns -Pronouns to avoid repetition -Verbs •transitive active •transitive passive •intransitive linking •intransitive complete -Adjectives to modify nouns and pronouns -Adverbs to modify verbs, adjectives, and other adverbs -Conjunctions •coordinate •correlative •subordinate •interjections for excitement •prepositions to indicate relationships	Evaluation		
W.4.8.10	Edit individually or in groups for appropriate grade-level conventions, within the following features: -Sentence formation •completeness •absence of fused sentences •expansion through standard coordination and modifiers •embedding through standard subordination and modifiers •standard word order -Usage •standard inflections •agreement •word meaning •conventions -Mechanics •capitalization •punctuation •formatting •spelling	Analysis		

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W.6.8.10	Edit own and peer papers with emphasis on -All end marks -Commas -Dash -Hyphen -Quotation marks •double •single -Parentheses -Semicolons -Colons	Analysis		
W.4.8.12	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
R.9.8.14	Classify and organize information from more than one text, based on purpose and/or level of importance	Synthesis, Analysis, Evaluation		
R.9.8.16	Use the text features to locate and recall information, with emphasis on text organizers	Application, Knowledge		
R.9.8.17	Determine text structure(s) to enhance understanding	Evaluation		
R.9.8.19	Use skimming, scanning, note-taking, outlining, and questioning as study strategies	Application		
R.9.8.20	Synthesize information from multiple texts and provide evidence to support	Synthesis		
R.9.8.22	Evaluate personal, social, and political issues as presented in text	Evaluation		
R.10.8.12	Read and utilize functional/practical texts, including manuals, memos, job applications, and career guides	Application		
R.10.8.13	Analyze newspaper articles and editorials for bias and propaganda	Analysis		
R.11.8.5	Use context to determine meaning of multiple-meaning words	Application, Evaluation		
R.11.8.6	Use resources to determine meaning of technical and specialized vocabulary	Application, Evaluation		
R.11.8.11	Read grade-level text with an approximate rate of 171 words per minute	Knowledge		
OV.3.8.2	Evaluate a media source for bias, propaganda, and censorship.	Evaluation		

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Fourth Quarter				
W.4.8.3	Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing	Application, Evaluation		
W.5.8.3	Create expository, narrative, descriptive, and persuasive writings	Synthesis		
W.5.8.4	Write poems using a variety of techniques/devices, with emphasis on free verse	Synthesis		
W.4.8.7	Revise content for -central Idea -organization -unity -elaboration -clarity	Synthesis		
W.4.8.8	Revise style for -sentence variety -tone (i.e., sense of audience, etc.) -voice (i.e., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) -selected vocabulary -selected information	Synthesis		
W.4.8.9	Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist rubric, and/or reference materials (i.e., dictionary, thesaurus, etc.)	Synthesis		
W.6.8.3	Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety	Application		
W.6.8.5	Evaluate personal, peer, or literature-based sentence formation for effective use of the parts of speech -Precise nouns -Pronouns to avoid repetition -Verbs •transitive active •transitive passive •intransitive linking •intransitive complete -Adjectives to modify nouns and pronouns -Adverbs to modify verbs, adjectives, and other adverbs -Conjunctions •coordinate •correlative •subordinate •interjections for excitement •prepositions to indicate relationships	Evaluation		
W.7.8.3	Use repetition for effect	Application		

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W.6.8.10	Edit own and peer papers with emphasis on -All end marks -Commas -Dash -Hyphen -Quotation marks •double •single -Parentheses -Semicolons -Colons	Analysis		
W.4.8.12	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
R.9.8.9	Infer mood and theme of text	Analysis		
R.10.8.6	Read a variety of literature, including essays and plays	Knowledge		
R.10.8.7	Evaluate the credibility of the narrator	Evaluation		
R.10.8.8	Identify the basic parts of drama	Knowledge		
R.10.8.9	Describe how stage directions help the reader understand a play	Comprehension		
R.10.8.10	Read a variety of poetry, with emphasis on free verse	Knowledge		
R.10.8.11	Interpret poetry, noting distinctive poetic devices	Evaluation		
R.11.8.4	Use knowledge of root words and affixes and word relationships to determine meaning	Application, Evaluation		
R.11.8.5	Use context to determine meaning of multiple-meaning words	Application, Evaluation		

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R.11.8.8	Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases	Knowledge, Analysis, Comprehension		
R.11.8.10	Use context, structure, denotations and connotations to determine meaning of words and phrases	Application, Evaluation		
R.11.8.11	Read grade-level text with an approximate rate of 171 words per minute	Knowledge		
R.11.8.7	Determine useful and relevant words	Evaluation		