

# Grade 8 Honors Language Arts Pacing Guide Overview Sheet – Universal Change

## Quarter 1

- Short stories 8.5 b, c
- Narrative Essay (2) 8.7 a, b, e, 8.8 a, d
- Novel: *We Beat the Street* by Davis, et. al.
- Roots and Word Work: port; part/parti; stru/struct 8.4b

## Quarter 2

- Nonfiction 8.6 a, b, c, d, e, f, g, h, i
- Novel/Fiction 8.5 b, c
- Persuasive Essay (2), 5 Paragraph Essay (2) 8.7 d, e 8.8 b, c
- Oral language 8.2 a, b, c, d, e, f
- Roots and Analogies: equ/eg; juris/juri/jur; lect/leg/lege/lig 8.4 a, b

## Quarter 3

- Poetry/Figurative Language 8.5 d
- Research 8.6 g
- Expository Essay, Persuasive Essay, 5 Paragraph Essay (2), Poems (2 or more) 8.7 c, e 8.8 b
- Oral Language (mass media): 8.3 a, b, c
- Roots and Figurative Language: leg/lege/legis; part; spir/spire/spiro/pir/pire; ment/mem 8.4 a, b

## Quarter 4

- Drama, Myths, Legends and Folktales 8.5a, e
- Informational Essay, Expository Essay, Research Report 8.7 c, d, e, d 8.8 e
- Oral language 8.1 a, b, c, d
- Roots and Word Work: capit/cap/cep; via/vi/vey/voy; serv/serve; flex/flect 8.4 b

## Notes

Online Access Prentice Hall Password: \_\_\_\_\_

## Criterion User

Name: \_\_\_\_\_

## Criterion

Password: \_\_\_\_\_

Readers Companion Workbooks-use as consumables (contact the department chair for additional copies).

## Novel List

### Required:

Beginning year novel: *We Beat the Street*, (Davis, S. et. al)

*Romeo and Juliet* (Shakespeare)

### Read at least 1 per quarter

*The Giver* (Lowry, L.)

*The Good Earth* (Buck, P.)

*Lord of the Flies* (Golding, W)

*The Pearl* (Steinbeck, J.)

*Romeo and Juliet* (Shakespeare)

*The Wave* (Strasser, T.)

*We Beat the Street* (Davis, et. al.)

**Language Arts Honors Pacing Guide – Grade 8 – UNIVERSAL CHANGE**

**Quarter: First Quarter**

**Organizing Topics:** Short Story, Autobiography, Vocabulary Development, Narrative Writing

**Novels:** *We Beat the Street, The Wave*

<b>SOL # &amp; Strand</b>	<b>SOL Objectives</b>	<b>Resources &amp; Information</b>	<b>Methods</b>
	<p><b>Released SOL sample tests</b> to be used for in class practice and test-taking review can be found at <a href="http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html">http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html</a>.</p> <p>Further details on teaching specifics of each SOL can be found in the <b>Grade 8 Curriculum Framework and The Enhanced Scope and Sequence</b>.</p>	<p><b>Kendall-Hunt’s Utopia Unit for High Ability Learners; <i>Prentice Hall Literature Silver Level</i>, and teacher resources including audio tapes; <i>Write Source</i> text and workbook—for use with all objectives; <i>Wordly Wise</i> weekly vocabulary text; <i>WordBuild</i> teacher guide and CD for creating weekly student worksheets on prefixes, suffixes and roots; SOL prep materials.</b></p>	

<p><b>VOCABULARY DEVELOPMENT</b> <b>8.4 b</b></p>	<p>The student will apply knowledge of word origins, derivations, inflections, to extend vocabulary development. b) Use context, structure, and connotations to determine meaning of words and phrases.</p> <ul style="list-style-type: none"> <li>• Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li> <li>• recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i></li> </ul> <p><b>Roots:</b> port; part/parti; stru/struct</p>	<p><i>Wordly Wise: Units 1-5</i></p> <p><b>WordBuild</b></p> <p><b>Kendall-Hunt’s Utopia Unit vocabulary lessons</b></p> <p><b>"Build Vocabulary" from Prentice Hall workbook</b></p>	<p>Quizzes, vocabulary games, word origin chart, crossword puzzles</p> <p><b>Activities from Kendall-Hunt’s Utopia Unit</b></p> <p>Activities 5-10, p.18-20: Students are introduced to the Vocabulary Web and complete a section from a list of words from <i>The Ones Who Walk Away from Omelas</i>; students are then introduced to Learning Centers for Language Study and Unit Vocabulary.</p>
<p><b>Quarter 1 READING</b> <b>8.5 b, c</b></p>	<p><b>Read and analyze a variety of narrative forms: Short Story and Autobiography</b></p> <p>b) Describe inferred main ideas or themes, using evidence from the text as support.</p> <ul style="list-style-type: none"> <li>• understand the elements of story <ul style="list-style-type: none"> <li>◦ <b>setting</b> <ul style="list-style-type: none"> <li>- time, place, and duration in a story</li> </ul> </li> <li>◦ <b>character(s)</b>, either <ul style="list-style-type: none"> <li>- <b>static</b> – remaining the same during the course of the story, or</li> <li>- <b>dynamic</b> – changing during the course of and as a result of the story</li> </ul> </li> <li>- understand <b>characterization</b> as the way that an author presents a character and reveals character traits</li> </ul> </li> </ul>	<p><i>We Beat the Street:</i> All students will begin the school year reading this novel.</p> <p>Kendall-Hunt’s Utopia Unit for High Ability Learners Lessons 1-6  <b>“The Ones Who Walk Away from Omelas”</b> Ursula K. LeGuin  <b>“The Lottery”</b> Shirley Jackson  <b>“Harrison Bergeron”</b> Kurt Vonnegut</p> <p><i>The Wave:</i> using Kendall-Hunt’s Utopia Unit for High Ability Learners Lessons 7 &amp; 8.</p>	<p>Resource unit for <i>We Beat the Street</i></p> <p>Students will read at and beyond the literal level, including making <b>inferences</b>, i.e., making judgments or drawing conclusions based on what an author has implied.</p> <p>Concept development of change, discussion of the concept of “Utopia”, compare texts of how each story reflects ideas about</p>

<p><b>Quarter 1 READING 8.5 b, c continued</b></p>	<ul style="list-style-type: none"> <li>◦ <b>external conflicts, such as</b> <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>◦ <b>internal conflict – individual vs. self</b></li> <li>◦ <b>plot</b> <ul style="list-style-type: none"> <li>- initiating event           <p>The <b>initiating event</b> is the incident that introduces the central conflict in a story; it may have occurred before the story opens.</p> </li> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> </li> <li>◦ <b>theme</b></li> </ul> <p><b>c) Describe how authors use characters, conflict, point of view, and tone to create meaning.</b></p> <ul style="list-style-type: none"> <li>• understand and analyze elements of an <b>author’s style</b>, including       <ul style="list-style-type: none"> <li>◦ dialogue</li> <li>◦ sentence structure</li> <li>◦ language patterns</li> <li>◦ tone</li> </ul> </li> </ul>	<p><b>See Prentice Hall Unit 6 - Short Stories – Read at least five stories</b></p> <p><b>“The Drummer Boy of Shiloh,”</b> Ray Bradbury p. 4a –15 (Setting)</p> <p><b>“Charles,”</b> Shirley Jackson p. 20a – 29 (Point of View)</p> <p><b>“Thank You, M’am,”</b> Langston Hughes p. 170a – 176 (Theme)</p> <p><b>“A Retrieved Reformation,”</b> O. Henry p. 240a – 250 (Plot)</p> <p><b>“Raymond’s Run,”</b> Toni Cade Bambara p. 286a – 296 (Character)</p> <p><b>Additional Choices</b></p> <p><b>“The Secret,”</b> Arthur C. Clarke p. 116a –124</p> <p><b>“The Medicine Bag,”</b> Virginia Driving Hawk Sneve p.582–5 93</p> <p><i>Nonfiction autobiographical selections</i></p> <p>from <b>“I Know Why the Caged Bird Sings,”</b> Maya Angelou p. 30a – 41</p> <p><b>“Cub Pilot on the Mississippi,”</b> Mark Twain p. 98a – 111</p> <p><b>“Travels With Charley,”</b> John Steinbeck p. 348a – 361</p> <p>Understand <b>characterization</b> as the way that an author presents a character and reveals character traits.</p>	<p>utopia, reading response journals</p> <p>Activities 1-8, p. 93-95 revised for <i>The Wave</i>. Students will respond to novel study questions; research information about the author and the novel; and select independent projects related to the novel.</p> <p>Reading response journals</p> <p>Use of various reading strategies - before, during, and after reading. Some may include, but are not limited to – making predictions, KWLs, summarizing, questioning, visualizing, etc.</p>
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	<ul style="list-style-type: none"> <li>* define an <b>author's tone</b>, including <ul style="list-style-type: none"> <li>- serious</li> <li>- solemn</li> <li>- sarcastic</li> <li>- objective</li> <li>- enthusiastic</li> <li>- humorous</li> <li>- hostile</li> <li>- disapproving</li> <li>- personal</li> <li>- impersonal</li> </ul> </li> <li>• differentiate among <b>points of view</b> in stories, including <ul style="list-style-type: none"> <li>◦ <b>first person</b></li> <li>◦ <b>third person limited</b> to a character or narrator</li> <li>◦ <b>third person omniscient</b></li> </ul> </li> </ul>	<p><b>Tone</b> is used to express a writer's attitude toward the subject.</p> <p><b>Mood</b> refers to the emotional atmosphere produced by an author's use of language.</p> <p><b>Point of view</b> is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story.</p>	
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<p><b>Quarter 1 WRITING</b> <b>8.7 a, b, e</b></p>	<p><b>Write in a variety of forms:</b>  <b>narrative</b> – writing to tell a story  <b>descriptive</b> – writing to describe</p> <ul style="list-style-type: none"> <li>• use a <b>process</b> for writing, including <ul style="list-style-type: none"> <li>◦ planning</li> <li>◦ drafting</li> <li>◦ revising</li> <li>◦ proofreading</li> <li>◦ editing</li> <li>◦ publishing</li> </ul> </li> </ul> <p><b>a) Use prewriting strategies to generate and organize ideas.</b></p> <ul style="list-style-type: none"> <li>• use a variety of prewriting strategies, including <ul style="list-style-type: none"> <li>◦ brainstorming</li> <li>◦ webbing</li> <li>◦ mapping</li> <li>◦ outlining</li> <li>◦ clustering</li> <li>◦ listing</li> <li>◦ using graphic organizers</li> </ul> </li> </ul> <p><b>b) Organize details to elaborate the central idea.</b></p> <ul style="list-style-type: none"> <li>• <b>understand and apply the elements of composing:</b> <ul style="list-style-type: none"> <li>◦ central idea</li> <li>◦ elaboration</li> <li>◦ unity</li> <li>◦ organization</li> </ul> </li> </ul> <p><b>e) Use available technology.</b></p> <ul style="list-style-type: none"> <li>• use word processing tools, including spell checkers and grammar checkers when available</li> </ul>	<p>NARRATIVE ESSAY (2)</p> <p><b>Write Traits Classroom Kit</b>  <b>Unit 1: Main Idea</b>  <b>Lessons 1, 2, 3, 4</b>  <b>Unit 2: Organization</b>  <b>Lessons 5, 6, 8</b></p> <p><b>Criterion Writing Program</b>  Complete <u>pretest</u> essay by mid-October.  Complete one <u>narrative</u> essay using entire writing process and submit on Criterion. Students should make use of the revision tools and then resubmit.</p> <p><i>Write Source</i> "descriptive writing p.100, 136  "Writing Workshop" descriptive essay p. 218</p> <ul style="list-style-type: none"> <li>• <b>Composing</b> – the structuring and elaborating a writer does to construct an effective message for readers.</li> <li>• <b>Elaboration</b> can occur by using descriptive details and examples <i>horizontally</i> within a sentence to give detail and depth to an idea, or <i>vertically</i> from paragraph to paragraph chronologically.</li> </ul>	<p>Writing workshop, individual and paired writing, graphic organizers, personal response journal, sentence diagrams, writing log and portfolio, shared writing</p> <p>Students will write personal narratives from the first and third perspectives. Individually, and as a class, students will make revisions, edit, and publish their writing.</p> <p><b>Note: Students will complete 2 writing assignments, using all components of the writing and revision process.</b></p>
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<p><b>Quarter 1 WRITING 8.8 a, d</b></p>	<p><b>Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing</b></p> <p><b>a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.</b></p> <ul style="list-style-type: none"> <li>• diagram complex sentences</li> </ul> <p><b>d) Maintain consistent verb tense across paragraphs</b></p> <ul style="list-style-type: none"> <li>• choose and maintain tense (present, past, future) throughout an entire paragraph or text</li> </ul>	<p>See <i>Write Source "Proofreader's Guide"</i> p. 387-456</p> <p><b><i>Better Sentence Structure Through Diagramming</i>, Book II Lessons 1 - 3</b></p> <p>A diagram of a sentence is a tool to increase understanding of its structure.</p> <p>Understand that verbs must agree with subjects. <u>Verb Tense</u>: p. 448.1-6</p> <p><b>Criterion Writer's Handbook</b></p>	<p>Writing workshop, peer and self editing, rubric use, dailies, sentence diagrams, grammar exercises</p>
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**Language Arts Honors Pacing Guide – Grade 8 – UNIVERSAL CHANGE**

**Quarter: Second Quarter**

**Organizing Topics:** Non-fiction unit, Persuasive Writing

**Novel:** *The Giver* and see Core Literature List for others

<b>SOL # &amp; Strand</b>	<b>SOL Objectives</b> Released SOL sample tests to be used for in class practice and test-taking review can be found at <a href="http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html">http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html</a> .  Further details on teaching specifics of each SOL can be found in the <b>Grade 8 Curriculum Framework and The Enhanced Scope and Sequence</b> .	<b>Resources &amp; Information</b> <i>Prentice Hall Literature Silver Level</i> , and teacher resources including audio tapes; <i>Write Source</i> text and workbook—for use with all objectives; <i>Wordly Wise vocabulary</i> ; <i>WordBuild</i> teacher guide and CD for creating weekly student worksheets on prefixes, suffixes and roots; SOL prep materials.	<b>Methods</b>
<b>ORAL LANGUAGE</b> <b>8.2a-f</b>	<p><b>Develop and deliver oral presentations in groups and individually.</b></p> <p><b>a) Choose topic and purpose appropriate to the audience.</b></p> <ul style="list-style-type: none"> <li>• understand the purpose of the presentation</li> <li>• select and narrow the topic with attention to time limits and audience</li> <li>• prepare the presentation, using strategies including               <ul style="list-style-type: none"> <li>◦ note cards</li> <li>◦ outlines</li> <li>◦ formal written report</li> <li>◦ questions and answers</li> </ul> </li> </ul> <p><b>b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.</b></p> <ul style="list-style-type: none"> <li>• select and use appropriate vocabulary</li> <li>• define technical terms</li> <li>• rehearse both alone and with a coach</li> </ul>	<p><b><i>Listening and Speaking Workshops</i></b> <i>p.92, 606, and 802</i></p> <p>Students will deliver both group presentations and individual presentations to classmates and other audiences.</p> <p><b>Prentice Hall</b> <u><i>Delivering a Research Presentation:</i></u> <i>p. 692</i></p>	<p>Note taking, outlining, podium presentations, student comment and response cards, outlining, rubric use, video-taping, verbal and non-verbal cueing, role playing, evaluation of tone, creating and presenting a modern folktale, role-playing.</p>

<p><b>Quarter 2</b> <b>ORAL LANGUAGE</b> <b>8.2a-f</b> continued</p>	<p><b>c) Use appropriate verbal and nonverbal presentation skills.</b></p> <ul style="list-style-type: none"> <li>• interact with poise with an audience</li> <li>• use grammatically correct language</li> </ul> <p><b>d) Respond to audience questions and comments.</b></p> <ul style="list-style-type: none"> <li>• answer questions and respond to comments politely and succinctly.</li> </ul> <p><b>e) Use grammatically correct language.</b></p> <p><b>f) Critique oral presentations.</b></p> <ul style="list-style-type: none"> <li>• use a rubric or checklist to evaluate presentations</li> </ul>		
<p><b>VOCABULARY DEVELOPMENT</b> <b>8.4 a, b</b></p>	<p><b>Apply knowledge of word origins, derivations and analogies to extend vocabulary</b></p> <p><b>a) Identify analogy.</b></p> <ul style="list-style-type: none"> <li>• apply and analyze relationships common to analogy construction <ul style="list-style-type: none"> <li>◦ type or example – cinnamon: spice</li> <li>◦ characteristics – glass: breakable</li> <li>◦ association – bow: arrow</li> <li>◦ operator – car: driver</li> <li>◦ degree – pleased: ecstatic</li> <li>◦ mathematical – three: six</li> <li>◦ number – louse: lice</li> </ul> </li> </ul>	<p><b>Wordly Wise: Units 6 - 10</b></p> <p>Vocabulary pages from Prentice Hall workbook</p>	<p>Analogy exercises, word origin charts, quizzes, word study, partner word study</p>

<p><b>Quarter 2 VOCABULARY DEVELOPMENT 8.4 a, b continued</b></p>	<p><b>b) Use context, structure, and connotations to determine meaning of words and phrases.</b></p> <ul style="list-style-type: none"> <li>Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li> <li>recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i></li> </ul> <p><b>Roots:</b> equ/eg; juris/juri/jur; lect/leg/lege/lig</p>	<p>Student will use context and connotations to help determine the meaning of nearly synonymous words and appreciate an author’s choices of words and images.</p> <p><b>WordBuild</b></p>	<p>Root squares, stair steps, various exercises, oral and written quizzes</p>
<p><b>READING 8.5 b, c</b></p>	<p><b>Read and analyze a variety of narrative forms.</b></p> <p><b>b) Describe inferred main ideas or themes, using evidence from the text as support.</b></p> <p><b>c) Describe how authors use characters, conflict, point of view, and tone to create meaning.</b></p>	<p><b>Read 1 -2 Novels – including <i>The Giver</i> and others from the Core Literature List</b></p> <p>Kendall-Hunt’s Utopia Unit for High Ability Learners Lesson 18</p> <p>Kendall-Hunt’s Utopia Unit for High Ability Learners Lesson 20  <b>“Utopia: The Search for a Perfect Society”</b> by Jeffrey Stroebel</p> <p><b>Understand the elements of the novel including:</b> <i>setting, characterization, conflict, plot, theme, point of view, tone, style</i></p>	<p>Activities 1-4, p.217-218: Students will respond to novel study questions, select independent projects, respond using persuasive writing, compare the novel to other readings in terms of how the three selections address the generalizations about utopia, and participate in a memory exchange after finishing all other activities for the novel.</p> <p>Discussion on Utopias throughout history, research could be on historical Utopias using Kendall-Hunt’s research model p.329-330, along</p>

<p><b>Quarter 2</b> <b>READING</b> <b>8.5 b, c</b> continued</p>			<p>with other activities throughout this lesson. Literature Circles, Reading Log, author studies, use of various reading strategies.</p>
<p><b>READING</b> <b>8.6 a, b, c, d, e, f, g, h, i</b></p>	<p><b>Read, comprehend and analyze a variety of informational sources.</b></p> <p><b>a) Draw on background knowledge and knowledge of text structure to understand selections.</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge before reading by use of <ul style="list-style-type: none"> <li>◦ small-group or whole-class discussion</li> <li>◦ anticipation guides</li> <li>◦ preview of key vocabulary</li> </ul> </li> <li>• use external text structures such as the following to enhance comprehension and note taking: <ul style="list-style-type: none"> <li>◦ boldface and/or italics type</li> <li>◦ type set in color</li> <li>◦ underlining</li> <li>◦ indentation</li> <li>◦ sidebars</li> <li>◦ illustrations, graphics, and photographs</li> <li>◦ headings and subheadings</li> <li>◦ footnotes and annotations</li> </ul> </li> </ul>	<p><b>Theme: The American Dream</b></p> <p><b>Nonfiction – Unit 7 Prentice Hall</b></p> <p><b>“The American Dream,”</b> Martin Luther King, Jr. p. 672-674 (persuasion)</p> <p><b>“Choice,”</b> Alice Walker p.364-367</p> <p><b>“Achieving the American Dream,”</b> Mario Cuomo p.370-371 (persuasion)</p> <p><b>“Sharing the American Dream,”</b> Colin Powell p.598-600 (persuasion)</p> <p><b>“I Know Why the Caged Bird Sings,”</b> Maya Angelou p. 30-41</p> <p><b>“Baseball,”</b> Lionel Garcia p.624-627</p> <p><b>“Hokusai: The Old Man Mad About Drawing,”</b> Stephen Longstreet p.634-638</p> <p><b>“Not to Go With Others,”</b> John Hersey p. 639-642</p> <p><b>“Brown vs. Board of Education,”</b> p.228a-239 (expository)</p> <p><b>“Debbie,”</b> James Herriot p.652-658</p> <p><b><u>Expository</u></b></p> <p><b>“Saving the Wetlands,”</b> Barbara A. Lewis p. 272 - 281</p> <p><b>“Are Animals Smart?”</b> Bruce Brooks p. 898 – 901</p>	<p>Using readings around the “American Dream” theme students will discuss the connection between utopias and “The American Dream”, read selections to reinforce various characteristics of non-fiction, focus on persuasive techniques, write tribute and persuasive essays, participate in multi-cultural literature circles</p> <p>Reading response journal Examination of textual aids to enhance meaning such as italics, bold print, and footnotes</p>

<p><b>Quarter 2 READING</b> <b>8.6 a, b, c, d, e, f, g, h, i</b> continued</p>	<p><b>b) Analyze the author’s credentials, viewpoint, and impact.</b></p> <ul style="list-style-type: none"> <li>• recognize an author’s viewpoint and use of persuasive language</li> <li>• recognize an author’s use of connotations, persuasive language, and craftsmanship to convey viewpoint.</li> </ul> <p><b>c) Analyze the author’s use of text structure and word choice.</b></p> <ul style="list-style-type: none"> <li>• analyze and record information, using internal text structures, including <ul style="list-style-type: none"> <li>◦ cause-and-effect</li> <li>◦ comparison/contrast</li> <li>◦ enumeration or listing</li> <li>◦ sequential or chronological</li> <li>◦ concept/definition</li> <li>◦ generalization</li> <li>◦ process</li> </ul> </li> </ul> <p><b>d) Analyze details for relevance and accuracy.</b></p> <ul style="list-style-type: none"> <li>• analyze an author’s choice of details by examining <ul style="list-style-type: none"> <li>◦ accuracy</li> <li>◦ placement</li> <li>◦ thoroughness</li> <li>◦ relevance</li> <li>◦ effectiveness</li> </ul> </li> </ul>	<p><b><u>Informational</u></b> from “<b>E-mail from Bill Gates,</b>” John Seabrook p. 52a – 61 “<b>How to be Polite Online from Netiquette,</b>” Virginia Shea p. 62-65 <b>Employment Contract,</b> p. 112-115 <b>Using a Microscope</b> (technical directions) p. 488 – 491 <b>Map and Directions to Monterey Bay Aquarium</b> (Internet Map and Directions) p. 550 – 553 <b>Stopwatch Operating Instructions and Warranty</b> (Directions and Warranties) p. 860 – 863 <b>Student Government Bylaws</b> p. 928 – 929 <b>Crime Solving Problems for the Modern Detective</b> (training manuals) p. 958 - 961</p> <p>An author’s <b>viewpoint</b> refers to his or her bias or subjectivity toward the subject.</p> <p>The intent of this standard is that teachers will model the higher-order thinking processes with materials below the students’ independent reading level.</p>	<p>Reader response to reading selections – individual &amp; small group using questions provided in the text.</p> <p>Choose graphic organizers based on the internal text structure most prevalent in the text.</p> <p>Students will read at and beyond the literal level, using the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize.</p> <p>Make predictions prior to and during the reading process.</p> <p>Students will understand that an author’s credentials and experiences contribute to his/her viewpoint.</p> <p>Evaluate an author’s choice of words and images</p>
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<p><b>Quarter 2 READING</b> <b>8.6 a, b, c, d, e, f, g, h, i</b> continued</p>	<p><b>e) Read and follow instructions to complete an assigned task.</b></p> <ul style="list-style-type: none"> <li>• read and follow directions, including <ul style="list-style-type: none"> <li>◦ constructing a structure</li> <li>◦ completing a recipe</li> <li>◦ assembling a model</li> <li>◦ participating in a game</li> <li>◦ arriving at a destination</li> <li>◦ completing a form</li> <li>◦ programming an electronic device</li> </ul> </li> </ul> <p><b>f) Summarize and critique text.</b></p> <ul style="list-style-type: none"> <li>• use rules and strategies for summarizing, such as the following: <ul style="list-style-type: none"> <li>◦ delete trivia and redundancy</li> <li>◦ substitute a general term for a list</li> <li>◦ find or create a main idea statement</li> </ul> </li> </ul> <p><b>g) Evaluate and synthesize information to apply in written and oral presentations.</b></p> <ul style="list-style-type: none"> <li>• read several texts on a similar topic and synthesize what is read in writing to be presented orally</li> </ul> <p><b>h) Draw conclusions based on explicit and implied information.</b></p> <ul style="list-style-type: none"> <li>• use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul> <p><b>i) Make inferences based on explicit and implied information.</b></p> <ul style="list-style-type: none"> <li>• Students will understand that <b>the writer implies</b> and <b>the reader infers</b>.</li> </ul>	<p><b>See 8.2 for Oral Presentation skills.</b> Students will use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading.</p> <p>Read and analyze writing critically.</p> <p>To <b>critique</b> text requires that a critical (but not necessarily negative) judgment be made.</p> <p>Use graphic organizers and/or rules to analyze and summarize text.</p> <p><b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</p>	<p>Kendall-Hunt’s literature webs, reasoning webs, wheel of reasoning, and other activities.</p>
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<p><b>Quarter 2 WRITING</b></p> <p><b>8.7 d, e</b></p>	<p><b>Write in a variety of forms including</b> <i>persuasive</i></p> <p><b>Persuasive</b> – writing to influence the reader or listener to believe or do as the author or speaker suggests.</p> <p><b>d) Revise writing for transitions among paragraphs.</b></p> <ul style="list-style-type: none"> <li>• apply revising procedures, including <ul style="list-style-type: none"> <li>◦ rereading</li> <li>◦ reflecting</li> <li>◦ rethinking</li> <li>◦ rewriting</li> <li>◦ including vivid vocabulary</li> <li>◦ combining sentences for variety and rhythm</li> <li>◦ providing transitions between ideas and paragraphs.</li> </ul> </li> <li>• use peer and individual revising and editing</li> </ul> <p><b>e) Use available technology.</b></p> <ul style="list-style-type: none"> <li>• use word processing tools, including spell checkers and grammar checkers when available</li> </ul>	<p>PERSUASIVE ESSAY (2) 5 PARAGRAPH ESSAY (2)</p> <p>A writing process is nonlinear: returning to prewriting or drafting at any point in the process may help the writer clarify and elaborate the drafted piece.</p> <p><b>Prentice Hall</b> “Writing Workshop” sections/ <u>Persuasive Composition</u>: p. 412-417</p> <p><b>Write Source Handbook:</b> <u>The Process of Writing</u> p. 2-137 <u>Writing Persuasive Essays</u> p.115-122 Skillsbook: p.456-492</p> <p><b>Write Traits Classroom Kit</b> <b>Unit 2: Organization</b> <b>Lesson 7</b> <b>Unit 6: Conventions</b> <b>Lessons 21, 22, 23, 24</b></p> <p>Students will maintain the correct use of language conventions to enhance writing and to avoid confusing or distracting the reader..</p> <p><b>Various SOL prep materials</b> <b>Criterion Writing Program</b> Complete one <u>persuasive</u> essay using entire writing process and submit on Criterion. Students should make use of the revision tools and then resubmit.</p>	<p>Writing workshop, individual and paired writing, semantic analysis, rubric use, graphic organizers, personal response journal, sentence diagrams, grammar exercises</p> <p>Students will complete a non-fiction Tribute writing assignment. This assignment coincides with the American Dream unit and is written in the 5-paragraph format, utilizing all components of the writing and revision process.</p>
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<p><b>Quarter 2 WRITING 8.8 b, c</b></p>	<p><b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p><b>j) Use and punctuate correctly varied sentence structures including <u>transition words</u>.</b></p> <ul style="list-style-type: none"> <li>• use and correctly punctuate transitional words, such as <i>furthermore</i>, <i>however</i>, <i>since</i>, and <i>next</i></li> </ul> <p><b>k) Choose the correct case and number for pronouns in prepositional phrases with compound objects.</b></p> <ul style="list-style-type: none"> <li>• use a singular verb with a singular subject and a plural verb with a plural subject, e.g., <i>John buys lunch, but most of his friends bring lunches from home.</i></li> <li>• use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., <i>All students should bring their notebooks to class. Each student must provide his own pen.</i></li> <li>• use objective pronouns in prepositional phrases with compound objects, e.g., <i>Grandma gave cookies to Peter and me.</i></li> </ul>	<p><b><i>Better Sentence Structure Through Diagramming</i>, Book II Lessons 4 - 6</b></p> <p>A diagram of a sentence is a tool to increase understanding of its structure.</p> <p><u>Transitions</u>: p. 143</p> <p>Proofread and edit drafts with teacher assistance, peer collaboration, and growing independence. Peer/Self editing forms</p> <p>Common Misspelled Words</p> <p><b>Write Source</b> p. 7, 16-17, 79-83, checklist 83, quick guide 80 <u>Prepositions</u>: p. 451- 455 <u>Pronouns</u>: p. 441.4 - 445.3</p> <p>Understand that pronouns need to agree with antecedents in gender, number, and person.</p>	<p>Writing workshop, individual and paired writing, semantic analysis, rubric use, personal response journal, sentence diagrams, grammar exercises</p>
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## Language Arts Honors Pacing Guide – Grade 8 – UNIVERSAL CHANGE

### Quarter: Third Quarter

**Organizing Topics:** Poetry/Figurative Language, Media & Persuasion, Expository, 5 Paragraph Essay (2), Poems (2), and Research Paper

**SOL Writing & Reading Review; Novel:** Lord of the Flies and one additional novel from the Core Literature list.

Limerick Web Sites <http://volweb.utk.edu/school/bedford/harrisms/limerick.htm>;

<http://www.sfu.ca/~finley/discussion.html>; <http://www.poetry-online.org/limericks.htm>

<http://www.gigglepoetry.com/poetryclass/limerickcontesthelp.html>

<b>SOL # &amp; Strand</b>	<b>SOL Objectives</b>	<b>Resources &amp; Information</b>	<b>Methods</b>
<b>ORAL LANGUAGE</b> <b>8.3 a, b, c</b>	<p><b>Released SOL sample tests</b> to be used for in class practice and test-taking review can be found at <a href="http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html">http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html</a>.</p> <p>Further details on teaching specifics of each SOL can be found in the <b>Grade 8 Curriculum Framework and The Enhanced Scope and Sequence</b>.</p> <p><b>The student will analyze mass media messages.</b></p> <p><b>a) Evaluate the persuasive techniques being used.</b></p> <ul style="list-style-type: none"> <li>• identify and analyze persuasive techniques used in the media and compare to persuasive writing/speaking techniques addressed in the non – fiction genre (Quarter 2)</li> </ul> <p><b>b) Describe the possible cause-effect relationship between mass media coverage and public opinion trends.</b></p> <ul style="list-style-type: none"> <li>• identify public opinion trends and possible causes</li> </ul>	<p><b>Resources &amp; Information</b> <i>Prentice Hall Literature Silver Level</i>, and teacher resources including audio tapes; <i>Write Source</i> text and workbook—for use with all objectives; <i>Wordly Wise</i> vocabulary text; <i>WordBuild</i> teacher guide and CD for creating weekly student worksheets on prefixes, suffixes and roots; SOL prep materials.</p> <p>The intent of this standard is that students will identify and analyze persuasive techniques used in the media, including</p> <ul style="list-style-type: none"> <li>• <b>name calling</b> or <b>innuendo</b> – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language</li> <li>• <b>glittering generalities</b> or <b>card stacking</b> – telling only part of the truth; generalizing from a shred of evidence</li> </ul>	<p>Writing Workshop, Exposition: p 962 – 965. <i>Prentice Hall</i></p> <p>Fact/opinion exercises, evaluating advertising messages, creating advertising campaigns, listening exercises, video-taping analysis of effective word choice, recognizing propaganda techniques.</p> <p>Lesson 19, Censorship, <i>Kendall Hunt</i></p>

<p><b>Quarter 3 ORAL LANGUAGE 8.3 a, b, c continued</b></p>	<ul style="list-style-type: none"> <li>• understand the relationship between causes and effects</li> <li>• understand that a <b>cause</b> may have multiple <b>effects</b></li> <li>• understand that an <b>effect</b> may have multiple <b>causes</b></li> <li>• identify and describe the effects of persuasive messages in the media on the audience.</li> </ul> <p><b>c) Evaluate sources, including advertisements, editorials and feature stories, for relationships between intent and factual content.</b></p> <ul style="list-style-type: none"> <li>• identify the sources and viewpoint of publications <ul style="list-style-type: none"> <li>• identify and evaluate word choice in the media</li> <li>• identify and analyze choice of information in the media</li> <li>• identify and analyze point of view in the media</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>bandwagon</b> – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd</li> <li>• <b>testimonials</b> – using the declaration of a famous person or authoritative expert to give heightened credibility</li> <li>• <b>appeal to prestige, snobbery, or plain folks</b> – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience</li> <li>• <b>appeal to emotions</b> – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul>	<p>Small group discussion of role of censorship in a utopian society</p> <p>Through class and small group discussion, students will compare and contrast the various types and use of persuasive techniques in non-fiction writing and speaking and in mass media.</p> <p>Students will evaluate a persuasive essay and a piece from mass media to determine utilization and effectiveness of persuasion.</p>
<p><b>VOCABULARY DEVELOPMENT 8.4 a, b</b></p>	<p><b>The student will apply knowledge of word origins, derivation, inflections, analogies and figurative language to extend vocabulary development.</b></p> <p><b>a) Identify simile, metaphor, hyperbole, personification, onomatopoeia, tone, mood</b></p> <ul style="list-style-type: none"> <li>• understand, evaluate, and use figurative language, including</li> <li>• <b>simile</b> – figure of speech that uses the</li> </ul>	<p><b>Write Source</b>  <i>Skillsbook</i>: p. 497-502  <i>Handbook</i>: p. 138-140; 142 (def.)  <i>Teacher’s Guide</i>: p. 69-70; 121-122; 213-215; 234; 245-246</p> <p><b>Enhanced Scope and Sequence</b>  <i>Lesson Plans</i>: p. 127-129; 133</p>	<p>SOL Review Challenges: Jeopardy or Survivor; vocabulary games; identify figurative language used in poetry and expository writing.</p>

<p><b>Quarter 3 VOCABULARY DEVELOPMENT 8.4 a, b continued</b></p>	<p>words <i>like</i> or <i>as</i> to make comparisons</p> <ul style="list-style-type: none"> <li>• <b>metaphor</b> – figure of speech that <i>implies</i> comparisons</li> <li>• <b>personification</b> – figure of speech that applies human characteristics to non-human objects</li> <li>• <b>hyperbole</b> – intentionally exaggerated figure of speech</li> <li>• <b>onomatopoeia</b>- words that imitate sounds</li> </ul> <p><b>tone</b> – the writer’s attitude toward subject &amp; audience  <b>mood</b> – the feeling or atmosphere created by a piece of writing or literature</p> <p><b>b) Use context, structure, and connotations to determine meanings.</b></p> <ul style="list-style-type: none"> <li>▪ use both context and reference skills independently to determine the nuances and connotations of words. <ul style="list-style-type: none"> <li>• students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li> <li>• recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i></li> </ul> </li> </ul> <p><b>Roots:</b> leg/lege/legis; part; spir/spire/spiro/pir/pire; ment/mem</p>	<p><i>Strategies:</i> p. 66-69; 72-73; 75-80</p> <p><b>Wordly Wise: Units 11 - 15</b></p> <p>Recognize internal and external inflections that change meaning and pronunciation.</p> <p>Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.</p> <p>Recognize that figurative language and analogy enrich text.</p> <p><b>Word Build</b> exercises: root squares, word derivations. <b>Kendall Hunt</b> – Vocabulary webs</p>	<p>Vocabulary in context and usage, exercises from vocabulary texts, <i>Prentice Hall and Kendall Hunt</i></p>
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<p><b>READING 8.5 d</b></p> <p><b>Quarter 3 READING 8.5 d continued</b></p>	<p><b>The student will read and analyze a variety of narrative and poetic forms.</b></p> <p><b>d) Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.</b></p> <ul style="list-style-type: none"> <li>• analyze poetic devices in prose and poetry, including <ul style="list-style-type: none"> <li>◦ word choice</li> <li>◦ figurative language</li> <li>◦ symbolism</li> <li>◦ imagery</li> <li>◦ rhyme</li> <li>◦ rhythm</li> <li>◦ repetition</li> <li>◦ sound elements</li> <li>◦ pun</li> <li>◦ oxymoron</li> </ul> </li> </ul> <p>A <b>symbol</b> is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.</p> <ul style="list-style-type: none"> <li>• compare and contrast an author’s choice of sound elements in prose and poetry, including</li> </ul>	<p><b>Prentice Hall</b> Unit 9—Poetry Read, interpret, compare and contrast a variety of poetic forms focusing on symbolism and figurative language.</p> <p><b>Kendall Hunt Curriculum</b> – Lessons 13 &amp; 17 – Utopian Themes in Art and Poetry (analyze expression of theme in different genres)</p> <p><b>Poetry</b> <b>Read one or more poems from each of the following categories:</b></p> <p style="padding-left: 40px;"><b>Narrative</b> “The Wreck of the Hesperus,” Henry Wadsworth Longfellow “The Centaur,” May Swenson “John Henry,” Traditional</p> <p style="padding-left: 40px;"><b>Lyric</b> “Harlem Night Song,” Langston Hughes “Blow, Blow, Thou Winter Wind,” William Shakespeare “Forgotten Language,” Shel Silverstein</p> <p style="padding-left: 40px;"><b>Metered</b> “The Road Not Taken,” Robert Frost</p> <p style="padding-left: 40px;"><b>Free Verse</b> “Ellis Island,” John Bruchac “Southbound on the Freeway,” May</p>	<p>Reading according to punctuation, identifying the speaker, interpreting meaning, drawing inferences, using senses, comparing and contrasting poetic forms recognizing mood and tone and understanding cultural context.</p>

<p><b>Quarter 3 READING 8.5 d</b> continued</p>	<ul style="list-style-type: none"> <li>◦ <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse</li> <li>◦ <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses</li> <li>◦ <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm</li> <li>◦ <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis</li> <li>◦ <b>alliteration</b> – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i></li> <li>◦ <b>assonance</b> – repetition of vowel sounds, e.g., <i>mad hatter</i></li> <li>◦ <b>consonance</b> – repetition of final consonant sounds, e.g., <i>east/west</i></li> <li>◦ <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning, e.g. <i>buzz</i>.</li> </ul>	<p>Swenson “Ode to Enchanted Light,” Pablo Neruda <b>Verse</b> “Silver,” Walter de la Mare “Taught Me Purple,” Evelyn Tooley Hunt “Ring Out, Wild Bells,” Alfred, Lord Tennyson <b>Haiku</b> “Two Haiku,” Bashō and Moritake</p> <p><b>Limerick - see web sites on Overview page</b></p> <p><b>Write Source Handbook:</b> p. 193-207 <b>Enhanced Scope and Sequence Lesson Plans:</b> p. 134-149 <b>Reading Strategies:</b> p. 79-104</p>	
<p><b>RESEARCH 8.6g</b></p>	<p><b>g) Evaluate and synthesize information to apply in written and oral presentations.</b></p> <ul style="list-style-type: none"> <li>• read several texts on a similar topic and synthesize what is read in writing to be presented orally</li> </ul>	<p>RESEARCH PAPER <b>Prentice Hall</b> <u>Writing Workshop: Research Report</u> p. 686-691</p>	<p>Students will complete a research-based paper. <b>KH</b> -The research model &amp; the topic web p. 151-53</p>
<p><b>WRITING 8.7 c, e</b></p>	<p><b>The student will write in a variety of forms including expository, poetry, and research based papers.</b></p> <p><b>b) Select specific vocabulary and information.</b></p> <ul style="list-style-type: none"> <li>• use <b>written expression</b> to draft and revise compositions with attention to <ul style="list-style-type: none"> <li>◦ voice</li> </ul> </li> </ul>	<p><b>Prentice Hall</b> “Writing Workshop” sections/ <u>Expository Composition:</u> p. 510, 512, 904, 905.</p> <p>EXPOSITORY ESSAY <b>Expository Writing:</b> Features</p>	<p>Criterion, writing workshop, individual and paired writing, semantic analysis, rubric use, graphic organizers, personal response journal, sentence diagrams, grammar</p>

<p><b>Quarter 3 WRITING 8.7 c, e continued</b></p>	<ul style="list-style-type: none"> <li>◦ tone</li> <li>◦ selection of information and details</li> <li>◦ embedded phrases and clauses that clarify meaning and increase variety</li> <li>◦ vivid and precise vocabulary</li> <li>◦ figurative language</li> <li>◦ sentence variety</li> <li>◦ transitional words and phrases</li> </ul> <p><b>Tone</b> expresses an author’s attitude toward the subject.</p> <ul style="list-style-type: none"> <li>• recognize and apply terms illustrative of <b>tone</b>, such as <ul style="list-style-type: none"> <li>◦ serious</li> <li>◦ sarcastic</li> <li>◦ objective</li> <li>◦ enthusiastic</li> <li>◦ solemn</li> <li>◦ humorous</li> <li>◦ hostile</li> <li>◦ personal</li> <li>◦ impersonal.</li> </ul> </li> </ul> <p><b>Voice</b> shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing and allows the reader to know the writer’s ideas. Voice is the imprint of the writer — the capacity to elicit a response from the reader.</p> <p><b>e) Use available technology.</b></p> <ul style="list-style-type: none"> <li>• use word processing tools, including</li> </ul>	<p>which show the author informs or explains, showing well thought out organization.</p> <p>POEMS (2) <b>Poetry</b> – writing that is concise, musical, highly emotional and makes use of imagery, figurative language and special sound devices such as rhythm and rhyme.</p> <p><b>5 PARAGRAPH ESSAY (2)</b></p> <p><b>Write Source Handbook:</b> <u>The Process of Writing</u> p. 2-137 <u>Writing Expository Essays</u> p. 107-114 <i>Skillsbook</i>: p. 456-492 (various pages)</p> <p><b>Write Traits Classroom Kit</b> <b>Unit 3: Voice</b> <b>Lessons 9, 10, 11, 12</b> <b>Unit 4: Word Choice</b> <b>Lessons 13, 14, 15, 16</b></p> <p><b>Criterion Writing Program</b> Complete one <u>expository</u> essay using entire writing process and submit on Criterion.</p> <p><b>Kendall Hunt Curriculum –</b></p>	<p>exercises, comparative superlative exercises, use of 5W detail strategies.</p> <p><b>SOL Writing Review</b> Use release tests for grammar instruction and test-taking strategies.</p> <p>Use released prompts to have students read them and identify what they should write; to practice writing essays.</p>
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	spell checkers and grammar checkers when available	<p><b>Lessons 9, 20</b>  <b>Note:</b> Lesson 20 is also used in the oral language section</p> <p><b>Scope and Sequence</b>  <i>Writing strategies:</i> p. 169-192</p>	
<p><b>Quarter 3</b>  <b>8.8 b, d</b>  <b>(This SOL contains more of a focus on specific grammar rules)</b></p>	<p><b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p><b>b) Use and punctuate correctly varied sentence structures.</b></p> <ul style="list-style-type: none"> <li>use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses</li> </ul> <p><b>d) Use comparative and superlative degrees with adjectives and adverbs.</b></p> <ul style="list-style-type: none"> <li>use comparative and superlative <b>adjectives</b>, e.g., <i>Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school.</i></li> <li>use comparative and superlative <b>adverbs</b>, e.g., <i>The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.</i></li> </ul>	<p><b>Write Source</b>  <i>Handbook:</i>  <u>Proofreader’s Guide:</u> p. 387-456  <u>Comparative/Superlative:</u> p. 453.2-454.1</p> <p><b><i>Better Sentence Structure Through Diagramming</i>, Book II</b>  <b>Lessons 7 - 9</b>  A diagram of a sentence is a tool to increase understanding of its structure.</p> <p><b>Scope and Sequence:</b>  <i>Writing Strategies:</i> p. 193-200</p>	<p>Students will complete a research-based paper in alignment with the research strategies outlined in Kendall hunt and other texts. Research topics must have a literary or societal focus in the area of utopia and/or universal change.</p> <p>Criterion, writing workshop, individual and paired writing, semantic analysis, rubric use, graphic organizers, personal response journal, sentence diagrams, grammar exercises, comparative/superlative exercises, 5W strategies.</p>

**Language Arts Honors Pacing Guide – Grade 8 – UNIVERSAL CHANGE**

**Quarter: Fourth Quarter Organizing Topics: Drama, Utopian Themed Myths and Legends, Expository Essay, Informational Essay (2), SOL Reading Review**

**Novel: *Romeo & Juliet*; See Core Literature List for multi-cultural, utopia, or universal change themes**  
***Romiett & Julio* (comparative analysis with historical & modern utopian themes)**

<b>SOL # &amp; Strand</b>	<b>SOL Objectives</b>	<b>Resources and Information</b>	<b>Methods</b>
<p><b>ORAL LANGUAGE</b> <b>8.1 a, b, c, d</b></p>	<p><b>The student will use interviewing techniques to gain information.</b></p> <p><b>a) Prepare and ask relevant questions for the interview.</b></p> <ul style="list-style-type: none"> <li>• determine the purpose of the interview</li> <li>• select a subject for the interview</li> <li>• create and record questions that will elicit relevant responses</li> </ul> <p><b>b) Make notes of responses.</b></p> <ul style="list-style-type: none"> <li>• apply effective note-taking strategies, including the use of               <ul style="list-style-type: none"> <li>◦ abbreviations</li> <li>◦ graphic organizers</li> <li>◦ key words</li> <li>◦ file cards</li> <li>◦ recording devices</li> </ul> </li> </ul>	<p><b>Resources and Information</b>  <i>Prentice Hall Literature Silver Level</i>, and teacher resources including audio tapes; <i>Write Source</i> text and workbook—for use with all objectives; <i>Wordly Wise</i> weekly vocabulary text; <i>WordBuild</i> teacher guide and CD for creating weekly student worksheets on prefixes, suffixes and roots. SOL prep materials.</p> <p><i>Write Source</i>, Interviewing sections, p. 55, 170 and 263</p> <p><i>Kendall Hunt Curriculum</i>, Lesson 9 Interview Planning Sheet, Lessons 21-23</p> <p><b>Synthesis</b> involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts.</p>	<p>Role-playing, videotaping, oral and written exercises as developed by teacher</p> <p>Students conduct interviews with peers, school personnel, or community members about individual concepts of utopia and universal change. Findings will be edited and presented in an oral and/or visual format.</p>

<p><b>Quarter 4</b> <b>ORAL LANGUAGE</b> <b>8.1 a, b, c, d</b> continued</p>	<p><b>c) Compile and report responses.</b></p> <ul style="list-style-type: none"> <li>• synthesize information gathered in an interview</li> <li>• organize information for written and oral presentations</li> <li>• present findings in written and oral form.</li> </ul> <p><b>d) Evaluate the effectiveness of the interview.</b></p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.</li> </ul>		
<p><b>VOCABULARY DEVELOPMENT</b> <b>8.4 b</b></p>	<p><b>The student will apply knowledge of word origins, derivation, inflections, analogies and figurative language to extend vocabulary development.</b></p> <p><b>b) Use context, structure, and connotations to determine meaning of words and phrases.</b></p> <ul style="list-style-type: none"> <li>• Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.</li> <li>• recognize the relationships among words related by structure and derivation, such as <i>polygraph</i> and <i>graffiti</i> or <i>carnival</i> and <i>valedictorian</i></li> </ul> <p><b>Roots:</b> capit/cap/cep; via/vi/vey/voy; serv/serve; flex/flect</p>	<p><b>Write Source</b> <i>Handbook:</i> pages 329 - 339 <i>Teacher's Guide:</i> pages 69-70; 121-122; 213-215; 234; 245-246.</p> <p><i>Wordly Wise: Units 16 - 20</i></p> <p>Word Build Program</p>	<p><i>SOL Review Challenges: Jeopardy or Survivor format vocabulary games; identify figurative language within drama.</i></p> <p>Root squares, stair steps, various exercises, oral and written quizzes</p>

<p><b>Quarter 4 READING 8.5 a, e</b></p>	<p><b>The student will read and analyze a variety of narrative and poetic forms.</b></p> <p><b>a) Explain the use of symbols and <i>figurative language</i>.</b></p> <ul style="list-style-type: none"> <li>• understand an author’s use of literary devices, including <ul style="list-style-type: none"> <li>◦ <b>foreshadowing</b> – the giving of clues to hint at coming events in a story</li> <li>◦ <b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented</li> <li>◦ <b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information</li> <li>◦ <b>symbolism</b> – the use of concrete and recognizable things to represent ideas</li> </ul> </li> </ul> <p><b>e) Compare and contrast author’s styles.</b></p> <ul style="list-style-type: none"> <li>• analyze an author’s craft and style</li> <li>• compare and contrast the characteristics of literary forms including <ul style="list-style-type: none"> <li>◦ novel</li> <li>◦ short story</li> <li>◦ biography</li> <li>◦ essay</li> <li>◦ speech</li> <li>◦ poetry</li> </ul> </li> </ul>	<p><b>Prentice Hall</b> Unit 8—Drama - pages 694 -697. Unit 10 – American Folk Tradition – selected activities</p> <p>Selected Mythology from Greece &amp; Rome</p> <p><b>Kendall Hunt</b> – Lessons 14,15 – activities related to drama</p> <p>Read and study: <b><i>Romeo &amp; Juliet</i></b> William Shakespeare</p> <p><b><i>Nerdlandia</i></b> – Gary Soto (or another selection from the core list)</p> <p><b>Write Source Handbook:</b> pages 342-343. Types of literature, elements of drama, characterization</p> <p>A <b>symbol</b> is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.</p>	<p>Reading response journal, reading groups, graphic organizers, predicting and drawing inferences, analyzing historical contexts, staging exercises, character development, oral presentations, story telling, dramatic readings, understanding cultural context. Compare historical and modern dramas for dramatic conventions and themes</p> <p><b>Scope and Sequence:</b> <i>Lesson Plans:</i> pages 134-149 <i>Reading Strategies:</i> pages 79-104</p>
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<p><b>Quarter 4 WRITING 8.7 c, d, e</b></p>	<p><b>The student will write in a variety of forms including narrative, expository, persuasive and informational.</b></p> <p><b>Informational</b> – writing to put forth information, frequently used in textbooks and the news media</p> <p>c) <b>Select specific information.</b></p> <p>d) <b>Revise writing for word choice, sentence variety and transitions among paragraphs.</b></p> <ul style="list-style-type: none"> <li>• <b>usage/mechanics</b> – the features that cause written language to be acceptable and effective for standard discourse.</li> </ul> <p>c) <b>Use available technology.</b></p> <ul style="list-style-type: none"> <li>• use word processing tools, including spell checkers and grammar checkers when available</li> </ul>	<p>EXPOSITORY ESSAY INFORMATIONAL ESSAY (2) <b>Prentice Hall</b> <u>Writing Workshop: Research Report</u> pages 686-691</p> <p><b>Write Source Handbook:</b> <u>The Process of Writing</u> pages 2-137. <u>Skillsbook</u>: pp. 456-492 <b>Write Traits Classroom Kit</b> <b>Unit 5: Sentence Fluency</b> <b>Lessons 17, 18, 19, 20</b></p> <p><b>Criterion Writing Program</b> Complete one <u>informational</u> essay using entire writing process and submit on Criterion. <b>Scope and Sequence:</b> <u>Writing strategies</u>: pages 169-192</p>	<p>Criterion, writing workshop, individual and paired writing, semantic analysis, rubric use, graphic organizers, personal response journal, sentence diagrams, grammar exercises, comparative superlative exercises, use of 5W detail strategies.</p> <p>Students will also complete a comparison/contrast essay in conjunction with our study of historical and modern drama, using all components of the writing &amp; revision process.</p>
<p><b>WRITING 8.8 b</b></p> <p>(This SOL contains more of a focus on specific grammar rules)</p>	<p><b>The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p>b) <b>Use and punctuate correctly varied sentence structures to include <u>conjunctions</u>.</b></p> <ul style="list-style-type: none"> <li>• use and correctly punctuate conjunctions, such as <i>either/or</i> and <i>neither/nor</i>.</li> <li>• proofread and edit drafts with teacher assistance, peer collaboration, and growing independence</li> </ul>	<p><b>Write Source</b> <i>Handbook:</i> <u>Proofreader’s Guide</u>: pp. 387-456 <u>Conjunctions</u>: pp. 456.1-4</p> <p><b>Better Sentence Structure Through Diagramming, Book II</b> <b>Lessons 10 - 12</b> A diagram of a sentence is a tool to increase understanding of its structure. <b>Scope and Sequence:</b> <i>Writing Strategies</i> p. 193-200.</p>	

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 < 60 = F

## Middle School Narrative Writing Rubric

<b>Composing</b> (central idea, elaboration, unity, organization)		<b>Written Expression</b> (word choice, precise information, sentence variety, tone, voice)	<b>Usage and Mechanics</b> (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>Well developed with clearly described characters, settings, and events</li> <li>Rich, descriptive details are clearly integrated into the story</li> <li>Mature organization with a logical pattern, and transitions that clearly connect ideas creating a complete/whole story</li> </ul>	<b>26-30 points</b> <ul style="list-style-type: none"> <li>Word choices are mature and precise, clear match to purpose</li> <li>Writes with the audience in mind- reader can sense the writer behind the words</li> <li>Sentence variety is controlled with precise information.</li> </ul>	<b>16-20 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<b>30-41 points</b> <ul style="list-style-type: none"> <li>Adequately developed with described characters, settings and events</li> <li>Sufficient details are integrated into the story</li> <li>Sufficient organization with a logical pattern and transitions that effectively connect ideas creating a complete story, with some occasional lapses</li> </ul>	<b>16-24 points</b> <ul style="list-style-type: none"> <li>Word choices are appropriate for the purpose</li> <li>Generally writes with the audience in mind</li> <li>Specific information shows how ideas and transitions are connected and there is some sentence variety</li> </ul>	<b>11-15 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<b>13-29 points</b> <ul style="list-style-type: none"> <li>Development is emerging-some mention of characters, settings, and events-leaves unanswered questions</li> <li>Some supporting details are integrated into the story</li> <li>Attempts an organizational pattern and transition use, but the story is limited and choppy</li> </ul>	<b>9-17 points</b> <ul style="list-style-type: none"> <li>Word choices are limited/predictable, may not match the purpose</li> <li>Sometimes writes with the audience in mind</li> <li>Sentences show some or little variety and only some information is clear to the reader</li> </ul>	<b>6-10 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<b>1-12 points</b> <ul style="list-style-type: none"> <li>Minimally developed or undeveloped characters, settings, and events-leaves unanswered questions</li> <li>Few details are integrated into the story</li> <li>Little evidence of organizational pattern or transition use to connect ideas</li> <li>Narrative lacks completeness</li> </ul>	<b>1-8 points</b> <ul style="list-style-type: none"> <li>Word choices are limited, repetitive</li> <li>Not written with the reader in mind.</li> <li>There is little or no sentence variety and ideas are unclear.</li> </ul>	<b>1-5 points</b> <ul style="list-style-type: none"> <li>Numerous/serious errors distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

**Narrative Essay Rubric**

**Composing – 50 points**

- Unity/clarity of ideas \_\_\_\_/10
- Maintains a consistent format with appropriate transitions \_\_\_\_/10
- Logical, sequential \_\_\_\_/10
- Creates a setting, characters, conflict resolution \_\_\_\_/10
- Sufficient details to create an interesting story that has a strong beginning and conclusion \_\_\_\_/10

**Written Expression – 30 points**

- Word Choice \_\_\_\_/10
- Precise information \_\_\_\_/10
- Variety of sentence structure \_\_\_\_/10

**Usage & Mechanics – 20 points**

- Use of correct grammar, usage, and mechanics \_\_\_\_/10
- Subject-verb agreement \_\_\_\_/10

\_\_\_\_\_ **Total Points**      \_\_\_\_\_ **Grade**

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Class** \_\_\_\_\_

Composing:

Written Expression:

Usage & Mechanics:

# Middle School Descriptive Writing Rubric

<b>Composing</b> (central idea, elaboration, unity, organization)		<b>Written Expression</b> (word choice, precise information, sentence variety, tone, voice)	<b>Usage and Mechanics</b> (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<p>42-50 pts.</p> <ul style="list-style-type: none"> <li>▪ The central idea is sharply focused</li> <li>▪ Elaboration is full with detailed sentences, illustrations, examples, reasons within the paragraphs</li> <li>▪ Organized in a clear logical pattern with effective transitions that unify the ideas</li> </ul>	<p>31-40 pts.</p> <ul style="list-style-type: none"> <li>▪ Writer's voice is strong</li> <li>▪ Use of vivid adjectives/adverbs/verbs create an image in the reader's mind</li> <li>▪ Information is precise and consistent</li> <li>▪ Creative and original</li> </ul>	<p>9-10 pts.</p> <ul style="list-style-type: none"> <li>▪ Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>▪ Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<p>26-41 pts.</p> <ul style="list-style-type: none"> <li>▪ The central idea is present and focused</li> <li>▪ Elaborates within sentences and paragraphs with occasional thinness</li> <li>▪ Organized in a logical pattern with appropriate transitions that unify the ideas</li> </ul>	<p>21-30 pts.</p> <ul style="list-style-type: none"> <li>▪ Writer's voice is consistent</li> <li>▪ Some use of vivid vocabulary create an image , more variety needed</li> <li>▪ Information is consistent</li> <li>▪ Some creativity and originality</li> </ul>	<p>6-8 pts.</p> <ul style="list-style-type: none"> <li>▪ Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>▪ Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<p>13-25 pts.</p> <ul style="list-style-type: none"> <li>▪ The central idea is present</li> <li>▪ Little elaboration within sentences and paragraphs</li> <li>▪ Very little organization, random transitions do not unify the ideas</li> </ul>	<p>11-20 pts.</p> <ul style="list-style-type: none"> <li>▪ Writer's voice isn't consistent, hard to follow</li> <li>▪ Little use of vivid vocabulary to create an image for the reader</li> <li>▪ Information presented is uneven</li> <li>▪ Creativity and originality is minimal</li> </ul>	<p>4-5 pts.</p> <ul style="list-style-type: none"> <li>▪ Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>▪ Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<p>1-12 pts.</p> <ul style="list-style-type: none"> <li>▪ The central idea is not clear</li> <li>▪ Elaboration is bare/sparse</li> <li>▪ Organization is not present, few transitions does not create unity</li> </ul>	<p>1-10 pts.</p> <ul style="list-style-type: none"> <li>▪ Writer's voice is not evident</li> <li>▪ Little description or vivid vocabulary</li> <li>▪ Information is unclear</li> <li>▪ Lacks creativity or originality</li> </ul>	<p>1-3 pts.</p> <ul style="list-style-type: none"> <li>▪ Numerous/serious errors distract the reader</li> <li>▪ Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

<p><b>Grades</b></p> <p>90-100 = A</p> <p>80-89 = B</p> <p>70-79 = C</p> <p>60-69 = D</p> <p>&gt; 60 = F</p>
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## Descriptive Essay Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

### Composing – 50 points

- Use of logical and spatial order \_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_/10
- Clear, concise thesis \_\_\_\_/10
- Conclusion that brings ideas together without restating \_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_/10

Composing:

### Written Expression – 40 points

- Use of variety of descriptive adjectives \_\_\_\_/10
- Use of images that appeal to the senses \_\_\_\_/10
- Maintain a consistent voice \_\_\_\_/10
- Elements of creativity and originality \_\_\_\_/10

Written Expression:

### Usage & Mechanics – 10 points

- Use of correct grammar, usage, and mechanics \_\_\_\_/10

Usage & Mechanics:

Total \_\_\_\_/100 points          \_\_\_\_ Grade

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 > 60 = F

## Middle School Expository Writing Rubric

Composing (central idea, elaboration, unity, organization)		Written Expression (word choice, precise information, sentence variety, tone, voice)	Usage and Mechanics (sentence formation, usage, mechanics, punctuation, spelling)
Consistent Control (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>The introduction has clear, focused central idea</li> <li>Full details, examples, illustrations elaborate on the central idea</li> <li>Pattern of organization is logical and meaningful</li> <li>Consistently uses appropriate signal words/transitions create unity</li> </ul>	<b>26-30 points</b> <ul style="list-style-type: none"> <li>Vivid word choice is strong – enhances information</li> <li>Precise information is stated clearly</li> <li>Sentence variety adds to meaning</li> </ul>	<b>16-20 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
Reasonable Control (some features controlled better than others)	<b>30-41 points</b> <ul style="list-style-type: none"> <li>The introduction clearly identifies the central idea</li> <li>Appropriate details, examples, illustrations elaborate the central idea</li> <li>Pattern of organization is appropriate</li> <li>Transitions/signal words are used appropriately to create unity</li> </ul>	<b>18-24 points</b> <ul style="list-style-type: none"> <li>Word choice is specific – some unclear choices</li> <li>Specific information is stated – some general information</li> <li>Most sentences add to meaning</li> </ul>	<b>11-15 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
Inconsistent Control (control of several features, but not of others)	<b>13-29 points</b> <ul style="list-style-type: none"> <li>The introduction states a clear central idea</li> <li>Little elaboration</li> <li>Little/no organization or logical order of details</li> <li>Random use of signal words/transitions detract from unity</li> </ul>	<b>9-17 points</b> <ul style="list-style-type: none"> <li>Word choice is bland</li> <li>Irrelevant information presented</li> <li>Sentences do not offer variety needed to enhance information</li> </ul>	<b>6-10 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
Little or no Control	<b>1-12 points</b> <ul style="list-style-type: none"> <li>The introduction does not provide a clear central idea</li> <li>Details are not important to the central idea</li> <li>Pattern of organization is not present</li> <li>Few transitions/signal words used – lacks unity</li> </ul>	<b>1-8 points</b> <ul style="list-style-type: none"> <li>Repetitive word choice</li> <li>Information is unclear, repetitive, or too general</li> <li>Little/no sentence variety</li> </ul>	<b>1-5 points</b> <ul style="list-style-type: none"> <li>Numerous errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

# Expository Essay Rubric

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Composing – 50 points

- Unity/clarity of ideas \_\_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_\_/10
- Clear, concise thesis \_\_\_\_\_/10
- Conclusion that brings ideas together without restating \_\_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_\_/10

Composing:

## Written Expression – 30 points

- Word Choice \_\_\_\_\_/10
- Precise information \_\_\_\_\_/10
- Variety of sentence structure \_\_\_\_\_/10

Written Expression:

## Usage & Mechanics – 20 points

- Use of correct grammar, usage, and mechanics \_\_\_\_\_/10
- Subject-verb agreement \_\_\_\_\_/10

Usage & Mechanics:

\_\_\_\_\_ Total Points      \_\_\_\_\_ Grade

Grades  
 90-100 = A  
 80-89 = B  
 70-79 = C  
 60-69 = D  
 > 59 = F

## Middle School Persuasive Writing Rubric

<b>Composing</b> (central idea, elaboration, unity, organization)		<b>Written Expression</b> (word choice, precise information, sentence variety, tone, voice)	<b>Usage and Mechanics</b> (sentence formation, usage, mechanics, punctuation, spelling)
<b>Consistent Control</b> (not perfect)	<b>42-50 points</b> <ul style="list-style-type: none"> <li>Well developed with clearly stated position</li> <li>Use of various persuasive techniques</li> <li>All arguments are research based</li> <li>Offers counter arguments</li> <li>Mature organization with a logical pattern, and transitions that clearly connect ideas leading to a strong thesis and supports</li> </ul>	<b>31-40 points</b> <ul style="list-style-type: none"> <li>Word choices are mature and precise, clear match to purpose</li> <li>Reader can sense the passion behind the argument</li> <li>Written with audience in mind</li> <li>Offers specific support through textual evidence, quotations, examples</li> </ul>	<b>9-10 points</b> <ul style="list-style-type: none"> <li>Few/no errors in capitalization, spelling, punctuation, sentence formation</li> <li>Consistently follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Reasonable Control</b> (some features controlled better than others)	<b>26-40 points</b> <ul style="list-style-type: none"> <li>Adequately developed position</li> <li>Used a persuasive technique</li> <li>Sufficient organization with a logical pattern and transitions that effectively connect ideas creating a weak but noticeable thesis and supports.</li> </ul>	<b>21-30 points</b> <ul style="list-style-type: none"> <li>Word choices are appropriate but are simplistic in thinking and harrow in argument</li> <li>Position is not clearly developed and lacks the passion needed to convey the argument</li> <li>Inconsistent sense of audience</li> </ul>	<b>6-8 points</b> <ul style="list-style-type: none"> <li>Minor errors in capitalization, spelling, punctuation, sentence formation, but do not distract the reader</li> <li>Follows the rules for subject/verb agreement, pronoun/antecedent agreement and comparison of adjectives/adverbs</li> </ul>
<b>Inconsistent Control</b> (control of several features, but not of others)	<b>13-25 points</b> <ul style="list-style-type: none"> <li>Development is emerging-some mention of research, reasons for argument-leaves unanswered questions</li> <li>Used persuasive technique, but not appropriately for the argument</li> <li>Attempts an organizational pattern and transition use, but no real thesis introduction or conclusion</li> </ul>	<b>11-20 points</b> <ul style="list-style-type: none"> <li>Word choices are limited/predictable, may not match the purpose</li> <li>Sometimes writes with the audience in mind</li> <li>More of the author's opinion comes through than the thesis and its supports</li> </ul>	<b>4-5 points</b> <ul style="list-style-type: none"> <li>Errors in capitalization, spelling, punctuation, sentence formation distract the reader</li> <li>Some inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>
<b>Little or no Control</b>	<b>1-12 points</b> <ul style="list-style-type: none"> <li>Minimally developed or undeveloped argument</li> <li>No research is mentioned or referred to</li> <li>Little evidence of organizational pattern or transition use to connect ideas</li> <li>Essay lacks a focus and clarity of argument, position with no support</li> </ul>	<b>1-10 points</b> <ul style="list-style-type: none"> <li>Word choices are limited, repetitive,</li> <li>Not written with any evidence of text support or quotations or examples.</li> <li>View is limited to author's opinions and no clear evidence of position or proofs</li> </ul>	<b>1-3 points</b> <ul style="list-style-type: none"> <li>Numerous/serious errors distract the reader</li> <li>Inappropriate use of subject/verb agreement, pronoun/antecedent agreement, comparison of adjectives/adverbs</li> </ul>

# Persuasive Essay Rubric

## Composing – 50 points

- Use of logical and spatial order \_\_\_\_/10
- Use of transitional words and phrases to maintain coherency \_\_\_\_/5
- Clear, concise thesis with proofs \_\_\_\_/10
- Presents a counter argument and proofs \_\_\_\_/10
- Conclusion that brings ideas together to cause reader to agree with thesis \_\_\_\_/10
- Sufficient paragraphs to make a clear introduction, body and conclusion for subject \_\_\_\_/5

## Written Expression – 40 points

- Uses a research based argument and not an opinion based argument \_\_\_\_/10
- Use of variety of persuasive techniques \_\_\_\_/10
- Maintain a consistent voice \_\_\_\_/10
- Elements of creativity and originality that bring the reader to an agreement with the argument \_\_\_\_/10

## Usage & Mechanics – 10 points

- Use of correct grammar, usage, and mechanics \_\_\_\_/10

Total \_\_\_\_/100 points

\_\_\_\_ Grade

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

Composing:

Written Expression:

Usage & Mechanics: