

ELA 8 Pacing

Standard	#	Domain	Cluster	Description	Reading (R) or Language (L) or Both (B)?	Pacing (Which 6 Weeks)	Dates (Which Weeks)	Textbook Chapter/ Unit/ Resource	Other Resources Unpacked Standards
CC RL.8.1		Reading: Literature	Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	B	1.1		All Units	
CC RL.8.10		Reading: Literature	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	R	1.1		All Units	
CC L.8.1		Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L	1.1		All year long	
CC L.8.2		Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L	1.1		All year long	
CC L.8.2.c		Language	Conventions of Standard English	Spell correctly.	L	1.1		All year long	

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CC L.8.3		Language	Knowledge of Language	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L	1.1		All year long	
CC L.8.4.b		Language	Vocabulary Acquisition and Use	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	B	1.1		All year long	
CC L.8.4.c		Language	Vocabulary Acquisition and Use	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	B	1.1		All year long	
CC L.8.4.d		Language	Vocabulary Acquisition and Use	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	B	1.1		All year long	
CC L.8.5.b		Language	Vocabulary Acquisition and Use	Use the relationship between particular words to better understand each of the words.	B	1.1		All year long	
CC L.8.6		Language	Vocabulary Acquisition and Use	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension	B	1.1		All year long	

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				or expression.					
CC W.8.10		Writing (6-12)	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	L	1.1		As much as possible	
CC RL.8.3		Reading: Literature	Key Ideas and Details	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	R	1.2		Unit 1 p.36	
CC RL.8.4		Reading: Literature	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	B	1.2		Unit 1 p.80	
CC W.8.3.a		Writing (6-12)	Text Types and Purposes	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	L	1.2		Unit 1 p. 148	

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CC W.8.3.d		Writing (6-12)	Text Types and Purposes	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	L	1.2		Unit 1	
CC RL.8.5		Reading: Literature	Craft and Structure	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	B	1.3		Unit 1 p.66	
CC W.8.3.b		Writing (6-12)	Text Types and Purposes	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	L	1.3		Unit 1 p. 148	
CC RI.8.1		Reading: Informational Text	Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	B	1.4		All Units	
CC W.8.3		Writing (6-12)	Text Types and Purposes	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	L	1.4		Unit 1 p. 148	
CC W.8.2		Writing (6-12)	Text Types and Purposes	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	B	1.5		Unit 1 p. 49	

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CC W.8.3.c		Writing (6-12)	Text Types and Purposes	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	L	1.5		Unit 1 p. 148	
CC W.8.3.e		Writing (6-12)	Text Types and Purposes	Provide a conclusion that follows from and reflects on the narrated experiences or events.	L	1.5		Unit 1	
CC W.8.5		Writing (6-12)	Production and Distribution of Writing	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	L	1.5		Unit 1	
CC W.8.4		Writing (6-12)	Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L	1.6		Unit 1	
CC RL.8.2		Reading: Literature	Key Ideas and Details	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,	R	2.1		Unit 3 p.328	

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				setting, and plot; provide an objective summary of the text.					
CC RI.8.2		Reading: Informational Text	Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	B	2.1		Unit 3 p.282 Unit 6-10 p.716	
CC L.8.2.a		Language	Conventions of Standard English	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	L	2.1		Unit 3 p. 409	
CC W.8.1.a		Writing (6-12)	Text Types and Purposes	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	B	2.1		Unit 2 p. 300	
CC W.8.1.d		Writing (6-12)	Text Types and Purposes	Establish and maintain a formal style.	B	2.1		Unit 2 p. 300	
CC RL.8.7		Reading: Literature	Integration of Knowledge and Ideas	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	R	2.2		Unit 1 p.110	

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CC L.8.1.b		Language	Conventions of Standard English	Form and use verbs in the active and passive voice.	L	2.2		Unit 4 p.507	
CC W.8.1		Writing (6-12)	Text Types and Purposes	Write arguments to support claims with clear reasons and relevant evidence.	B	2.2		Unit 2 p. 103	
CC W.8.1.b		Writing (6-12)	Text Types and Purposes	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	B	2.2		Unit 2 p. 300	
CC W.8.6		Writing (6-12)	Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	L	2.2		All year long	
CC RI.8.3		Reading: Informational Text	Key Ideas and Details	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	B	2.3		Unit 1 p.114	

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CC W.8.1.c		Writing (6-12)	Text Types and Purposes	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	B	2.3		Unit 2 p. 300	
CC W.8.1.e		Writing (6-12)	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the argument presented.	B	2.3		Unit 2 p.300	
CC RL.8.6		Reading: Literature	Craft and Structure	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	R	2.4		Unit 1 p.80	
CC L.8.4.a		Language	Vocabulary Acquisition and Use	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	B	2.4		Unit 1 p. 134	
CC W.8.9.a		Writing (6-12)	Research to Build and Present Knowledge	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	B	2.4		Unit 2 p. 300	

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CC W.8.9		Writing (6-12)	Research to Build and Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.	B	2.5		Unit 2 p. 300	
CC SL.8.4		Speaking and Listening	Presentatio n of Knowledge and Ideas	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	B	2.6		Unit 2 p. 310	
CC RL.8.9		Reading: Literature	Integratio n of Knowledge and Ideas	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	R	3.1		Unit 4 p.474	
CC SL.8.1.a		Speaking and Listening	Comprehen sion and Collaboratio n	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	B	3.1		Unit 2 p. 310	
CC SL.8.1.b		Speaking and Listening	Comprehen sion and Collaboratio n	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines,	B	3.1		Unit 2 p. 310	

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				and define individual roles as needed.					
CC SL.8.1.c		Speaking and Listening	Comprehension and Collaboration	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	B	3.1		Unit 2 p. 310	
CC RI.8.4		Reading: Informational Text	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	B	3.2		Unit 3 p.394	
CC RI.8.6		Reading: Informational Text	Craft and Structure	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	R	3.2		Unit 3 p. 410	
CC RI.8.10		Reading: Informational Text	Range of Reading and Level of Text Complexity	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	R	3.2		Unit 2 p.318	

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CC SL.8.1.d		Speaking and Listening	Comprehension and Collaboration	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	B	3.2		Unit 2 p. 310	
CC RI.8.9		Reading: Informational Text	Integration of Knowledge and Ideas	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	R	3.3		Unit 1 p. 144	
CC SL.8.2		Speaking and Listening	Comprehension and Collaboration	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	B	3.3		Unit 2 p. 250	
CC SL.8.6		Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	B	3.3		Unit 4 p. 592	
CC SL.8.1		Speaking and Listening	Comprehension and Collaboration	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	B	3.4		Unit 2 p. 310	

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CC SL.8.3		Speaking and Listening	Comprehension and Collaboration	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	B	3.4		Unit 2 p. 310	
CC W.8.9.b		Writing (6-12)	Research to Build and Present Knowledge	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	R	3.4		As much as possible	
CC RI.8.7		Reading: Informational Text	Integration of Knowledge and Ideas	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	R	3.5		Unit 4 p.578	
CC SL.8.5		Speaking and Listening	Presentation of Knowledge and Ideas	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	B	3.5		Unit 3 p. 448	

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CC L.8.4		Language	Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	B	3.5		Unit 3 p. 410	
CC W.8.8		Writing (6-12)	Research to Build and Present Knowledge	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	L	3.5		Unit 3 p. 336	
CC W.8.2.d		Writing (6-12)	Text Types and Purposes	Use precise language and domain-specific vocabulary to inform about or explain the topic.	L	4.1		Unit 5 p. 668	
CC W.8.2.e		Writing (6-12)	Text Types and Purposes	Establish and maintain a formal style.	L	4.1		Unit 5 p. 668	
CC L.8.1.a		Language	Conventions of Standard English	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L	4.2		Unit 4 p. 507	

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CC W.8.2.a		Writing (6-12)	Text Types and Purposes	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	B	4.2		Unit 5 p. 668	
CC W.8.2.b		Writing (6-12)	Text Types and Purposes	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	L	4.2		Unit 5 p. 668	
CC W.8.2.c		Writing (6-12)	Text Types and Purposes	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	L	4.2		Unit 5 p. 668	
CC L.8.5		Language	Vocabulary Acquisition and Use	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	B	4.3		Unit 7 p.788	
CC L.8.5.a		Language	Vocabulary Acquisition and Use	Interpret figures of speech (e.g. verbal irony, puns) in context.	B	4.3		Unit 3 p. 337	
CC W.8.2.f		Writing (6-12)	Text Types and Purposes	Provide a concluding statement or section that follows from and supports the information or explanation presented.	L	4.3		Unit 5 p. 668	

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CC L.8.3.a		Language	Knowledge of Language	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	L	4.4		Unit 2 p. 307	
CC L.8.5.c		Language	Vocabulary Acquisition and Use	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	B	4.4		Unit 6 p. 715	
CC L.8.1.c		Language	Conventions of Standard English	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	L	5.1		Unit 2 p. 245	
CC L.8.1.d		Language	Conventions of Standard English	Recognize and correct inappropriate shifts in verb voice and mood.*	L	5.3		Unit 2 p. 307	
CC RI.8.5		Reading: Informational Text	Craft and Structure	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	L	5.4		Unit 8 p.884	
CC L.8.2.b		Language	Conventions of Standard English	Use an ellipsis to indicate an omission.	L	5.5		Unit 5 p. 671	

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CC RI.8.8		Reading: Informational Text	Integration of Knowledge and Ideas	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	L	6.1 6.2		Unit 9 p. 982	
CC W.8.7		Writing (6-12)	Research to Build and Present Knowledge	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	L	6.2		Unit 7 p. 863	