

Vocabulary	
Recommended Texts*	Resources*

* List your recommended texts and resources - we will be collecting them at the end of the year.



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Superintendent

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Associate Superintendent

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*Director of Elementary,
Middle Years & Student
Services*

Delsa Chapman
*Director of Magnet Programs
& High Schools*

Many thanks to...
the teachers and administrators
who helped develop and revise
the Pacing Guides.

The English Language Arts Pacing Guide is based on the Common Core State Standards, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Eighth Grade • First Quarter
Pacing Guide



English Language Arts

Introduction to Your English Language Arts Pacing Guide

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The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
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- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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Grade 8English Language ArtsFirst Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.8.1</p> <p><input type="checkbox"/> I CAN make an inference.</p> <p><input type="checkbox"/> I CAN use evidence from the text.</p> <p><input type="checkbox"/> I CAN use textual evidence to support an analysis.</p> <p><input type="checkbox"/> I CAN cite text with the strongest information to support an analysis.</p>	<p>RI.8.1</p> <p><input type="checkbox"/> I CAN make an inference.</p> <p><input type="checkbox"/> I CAN use evidence from the text.</p> <p><input type="checkbox"/> I CAN use textual evidence to support an analysis.</p> <p><input type="checkbox"/> I CAN cite text with the strongest information to support an analysis.</p>	<p>W.8.1</p> <p><input type="checkbox"/> I CAN define claim(s).</p> <p><input type="checkbox"/> I CAN define argument(s).</p> <p><input type="checkbox"/> I CAN produce a strong claim(s)/argument(s).</p> <p><input type="checkbox"/> I CAN identify opposing claim(s)/argument(s).</p> <p><input type="checkbox"/> I CAN define, identify, and use formal writing style.</p> <p><input type="checkbox"/> I CAN determine when to use writing styles appropriately.</p> <p><input type="checkbox"/> I CAN compose a conclusion that supports the argument presented.</p>	<p>L.8.1</p> <p><input type="checkbox"/> I CAN form verbs.</p> <p><input type="checkbox"/> I CAN form verbs in the active voice.</p> <p><input type="checkbox"/> I CAN form verbs in the passive voice.</p> <p><input type="checkbox"/> I CAN use verbs in the active and passive voice.</p> <p><input type="checkbox"/> I CAN identify verbs and verb moods.</p> <p><input type="checkbox"/> I CAN form verbs in the indicative, imperative and interrogative moods.</p> <p><input type="checkbox"/> I CAN form verbs that are conditional and subjunctive.</p>	<p>SL.8.1</p> <p><input type="checkbox"/> I CAN prepare for group discussion.</p> <p><input type="checkbox"/> I CAN reference material appropriately during one-on-one and group discussions.</p> <p><input type="checkbox"/> I CAN reflect on and build upon others' ideas during group discussion.</p> <p><input type="checkbox"/> I CAN clearly express my own ideas within one-on-one and group discussion settings.</p> <p><input type="checkbox"/> I CAN follow specific rules for discussions.</p> <p><input type="checkbox"/> I CAN follow rules for decision-making.</p> <p><input type="checkbox"/> I CAN track progress towards goals and deadlines.</p> <p><input type="checkbox"/> I CAN define and apply individual roles associated with group discussion.</p>
<p>RL.8.2</p> <p><input type="checkbox"/> I CAN determine a theme.</p> <p><input type="checkbox"/> I CAN devise an objective summary of the text.</p>	<p>RI.8.2</p> <p><input type="checkbox"/> I CAN determine a theme or central idea.</p> <p><input type="checkbox"/> I CAN analyze the development of the theme as the text progresses.</p> <p><input type="checkbox"/> I CAN relate the theme to supporting ideas of a text.</p> <p><input type="checkbox"/> I CAN devise an objective summary of informational text.</p>	<p>W.8.2</p> <p><input type="checkbox"/> I CAN progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><input type="checkbox"/> I CAN use precise language and domain- specific vocabulary.</p>	<p>L.8.2</p> <p><input type="checkbox"/> I CAN indicate pause or break with punctuation.</p> <p><input type="checkbox"/> I CAN appropriate use coma, ellipses and dash to indicate pause or break.</p> <p><input type="checkbox"/> I CAN spell correctly in context.</p> <p><input type="checkbox"/> I CAN use ellipses appropriately.</p>	<p>SL.8.3</p> <p><input type="checkbox"/> I CAN identify a speaker's argument.</p> <p><input type="checkbox"/> I CAN describe a speaker's argument and specific claims.</p> <p><input type="checkbox"/> I CAN evaluate the validity of a speaker's argument and reasoning.</p> <p><input type="checkbox"/> I CAN determine if a speaker has sufficient, relevant evidence to support an argument.</p> <p><input type="checkbox"/> I CAN identify irrelevant evidence.</p> <p><input type="checkbox"/> I CAN determine when irrelevant evidence is introduced.</p>
<p>RL.8.3</p> <p><input type="checkbox"/> I CAN infer character traits.</p>	<p>RI.8.4</p> <p><input type="checkbox"/> I CAN use context clues to determine figurative and connotative meaning.</p> <p><input type="checkbox"/> I CAN use textual clues to determine word meaning.</p>	<p>W.8.3</p> <p><input type="checkbox"/> I CAN define and use narrative techniques.</p> <p><input type="checkbox"/> I CAN generate writing with precise words/phrases.</p> <p><input type="checkbox"/> I CAN create a conclusion to support narrated experiences or events.</p> <p><input type="checkbox"/> I CAN create a conclusion that reflects on the narrated experiences or events.</p>	<p>L.8.3</p> <p><input type="checkbox"/> I CAN use verbs in the active and passive voice to achieve particular effects.</p> <p><input type="checkbox"/> I CAN use verbs in the conditional and subjunctive mood to achieve particular effects.</p>	<p>SL.8.4</p> <p><input type="checkbox"/> I CAN present claims and findings.</p> <p><input type="checkbox"/> I CAN examine how specific ideas clarify a topic.</p>
<p>RL.8.4</p> <p><input type="checkbox"/> I CAN use textual clues to determine word meaning.</p>	<p>RI.8.6</p> <p><input type="checkbox"/> I CAN determine the author's purpose in a text.</p>	<p>W.8.4</p> <p><input type="checkbox"/> I CAN produce writing for a particular audience.</p> <p><input type="checkbox"/> I CAN use style and organization techniques to write clearly and coherently.</p>	<p>L.8.4</p> <p><input type="checkbox"/> I CAN use context clues to determine the meaning of a word or phrase.</p> <p><input type="checkbox"/> I CAN define and identify Greek or Latin affixes and roots.</p> <p><input type="checkbox"/> I CAN use Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p><input type="checkbox"/> I CAN consult print and digital resource material to find the pronunciation, meaning, and part of speech of a word.</p> <p><input type="checkbox"/> I CAN verify the inferred meaning of a word in context using a print or online dictionary.</p>	<p>SL.8.6</p> <p><input type="checkbox"/> I CAN adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>RL.8.6</p> <p><input type="checkbox"/> I CAN identify points of view in a text.</p>	<p>RI.8.8</p> <p><input type="checkbox"/> I CAN identify argument(s) and specific claims in a text.</p> <p><input type="checkbox"/> I CAN evaluate argument(s) and specific claims in a text.</p> <p><input type="checkbox"/> I CAN assess the soundness of an argument or claim in a text.</p> <p><input type="checkbox"/> I CAN determine whether evidence to support an argument or claim is relevant and sufficient.</p>	<p>W.8.5</p> <p><input type="checkbox"/> I CAN incorporate feedback from peers and adults to strengthen writing product.</p> <p><input type="checkbox"/> I CAN demonstrate development and strength in writing through the writing process.</p>	<p>L.8.5</p> <p><input type="checkbox"/> I CAN determine relationships between words.</p> <p><input type="checkbox"/> I CAN use word relationships to determine meaning.</p>	
<p>RL.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literature.</p>	<p>RI.8.9</p> <p><input type="checkbox"/> I CAN identify fact(s) from author interpretation(s) on a topic.</p> <p><input type="checkbox"/> I CAN analyze conflicting information from two or more texts on the same topic.</p> <p><input type="checkbox"/> I CAN identify where the texts disagree on matters of fact or interpretation.</p>	<p>W.8.9</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literature to support analysis, reflection, and research while writing.</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literary nonfiction to support analysis, reflection, and research while writing.</p>	<p>L.8.6</p> <p><input type="checkbox"/> I CAN use grade-appropriate technique to build vocabulary.</p> <p><input type="checkbox"/> I CAN accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>	
	<p>RI.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>	<p>W.8.10</p> <p><input type="checkbox"/> I CAN write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><input type="checkbox"/> I CAN write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>		

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Eighth Grade • Second Quarter
Pacing Guide



English Language Arts

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Grade 8 English Language Arts Second Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use evidence from the text. <input type="checkbox"/> I CAN use textual evidence to support an analysis. <input type="checkbox"/> I CAN cite text with the strongest information to support an analysis. <p>RL.8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN analyze the development of the theme as the text progresses. <input type="checkbox"/> I CAN relate the theme to the story elements of the text. <input type="checkbox"/> I CAN devise an objective summary of the text. <p>RL.8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN infer character traits. <input type="checkbox"/> I CAN critique dialogue or incidents of a story. <input type="checkbox"/> I CAN analyze the effect of dialogue or events on story progression. <input type="checkbox"/> I CAN analyze how story incidents and dialogue reveal aspects of a character. <input type="checkbox"/> I CAN analyze how specific dialogue or incidents of a story or drama provoke a decision. <p>RL.8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use context clues to determine figurative and connotative meaning. <input type="checkbox"/> I CAN make inferences about the effect of author’s word choices on meaning and tone of a text. <input type="checkbox"/> I CAN infer and analyze author’s word choice. <input type="checkbox"/> I CAN identify and analyze author’s use of literary devices such as analogies, allusions, etc. <p>RL.8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify text structures. <p>RL.8.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify points of view in a text. <input type="checkbox"/> I CAN compare and contrast character and audience point of view(s). <input type="checkbox"/> I CAN determine how point of view difference(s) contribute to story effects such as suspense or humor. <p>RL.8.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN analyze the similarities and the differences in a filmed or live production of a story or drama and the text or script of the production. <input type="checkbox"/> I CAN evaluate choices made the director and/or actors in a filmed or live production of a story. <input type="checkbox"/> I CAN analyze the extent a filmed/live version of a story deviates or remains faithful to the text or script. <p>RL.8.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band independently. <input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band proficiently. 	<p>RI.8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify connections and distinctions between people, individuals, ideas, or events in a text. <input type="checkbox"/> I CAN analyze connections and distinctions between individuals, ideas, or events in a text. <p>RI.8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN make inferences about the effect of author’s word choices on meaning and tone of a text. <input type="checkbox"/> I CAN infer and analyze author’s word choice. <input type="checkbox"/> I CAN identify and analyze author’s use of literary devices such as analogies, allusions, etc. <p>RI.8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN identify text structures. <input type="checkbox"/> I CAN evaluate structures within a text, including specific roles of sentences and/or paragraphs. <input type="checkbox"/> I CAN analyze the contributions text structure has on development of key concepts. <p>RI.8.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine the author’s purpose in a text. <p>RI.8.7</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine advantages and disadvantages in using different mediums to present an idea or topic. <input type="checkbox"/> I CAN evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. <p>RI.8.8</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN recognize when irrelevant evidence is introduced in a text. <p>RI.8.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently. <input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently. 	<p>W.8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compose a conclusion that supports the argument presented. <p>W.8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use the introduction to preview what is to follow. <input type="checkbox"/> I CAN progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples. <input type="checkbox"/> I CAN use precise language and domain- specific vocabulary. <input type="checkbox"/> I CAN establish and maintain a formal style. <input type="checkbox"/> I CAN compose a conclusion that supports the information or explanation presented. <p>W.8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use narrative techniques appropriately. <input type="checkbox"/> I CAN use transition words, phrases and clauses to convey sequence. <input type="checkbox"/> I CAN use transition words, phrases and clauses to signal time or setting shifts. <input type="checkbox"/> I CAN demonstrate relationships among experiences and events with transition words, phrases and clauses. <input type="checkbox"/> I CAN generate writing with precise words and phrases. <input type="checkbox"/> I CAN create a conclusion to support narrated experiences or events. <input type="checkbox"/> I CAN create a conclusion that reflects on the narrated experiences or events. <p>W.8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN produce writing for a particular audience. <input type="checkbox"/> I CAN use style and organization techniques to write clearly and coherently. <p>W.8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use the writing process to develop writing to particular audience (s) and task(s). <input type="checkbox"/> I CAN incorporate feedback from peers and adults to strengthen writing product. <input type="checkbox"/> I CAN demonstrate development and strength in writing through the writing process. <p>W.8.9</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN apply grade 8 standards to literature to support analysis, reflection, and research while writing. <input type="checkbox"/> I CAN apply grade 8 standards to literary nonfiction to support analysis, reflection, and research while writing. <p>W.8.10</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences. <input type="checkbox"/> I CAN write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences. 	<p>L.8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN explain the function of verbals. <input type="checkbox"/> I CAN identify verbals. <input type="checkbox"/> I CAN explain the function of verbals in specific sentences. <p>L.8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN spell correctly in context. <input type="checkbox"/> I CAN use ellipses appropriately. <p>L.8.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use verbs in the active and passive voice to achieve particular effects. <input type="checkbox"/> I CAN use verbs in the conditional and subjunctive mood to achieve particular effects. <p>L.8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN define and identify Greek or Latin affixes and roots. <input type="checkbox"/> I CAN use Greek and Latin roots and affixes as clues to the meaning of a word. <p>L.8.5</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN determine relationships between words. <input type="checkbox"/> I CAN use word relationships to determine meaning. <input type="checkbox"/> I CAN distinguish among degrees of synonyms to make the best word choice. <p>L.8.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use grade-appropriate technique to build vocabulary. <input type="checkbox"/> I CAN accurately use grade-appropriate vocabulary to demonstrate comprehension. 	<p>SL.8.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN use purposeful questions that connect ideas of several speakers. <input type="checkbox"/> I CAN use relevant evidence, observations, and ideas to respond to others’ questions and comments. <input type="checkbox"/> I CAN acknowledge others’ perspectives and respond appropriately. <input type="checkbox"/> I CAN modify my views based on new information and/or views provided by my peers. <input type="checkbox"/> I CAN qualify my views based on new information and/or views provided by my peers. <p>SL.8.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN analyze the purpose of information presented in diverse media and formats. <input type="checkbox"/> I CAN evaluate the motives behind the presentation of information. <p>SL.8.4</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN present claims and findings. <input type="checkbox"/> I CAN emphasize salient points in a focused, coherent manner. <input type="checkbox"/> I CAN use relevant evidence, detail and sound reasoning to present claims and findings. <input type="checkbox"/> I CAN examine how specific ideas clarify a topic. <p>SL.8.6</p> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Eighth Grade • Third Quarter
Pacing Guide



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Grade 8English Language ArtsThird Quarter				
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<p>RL.8.3</p> <p><input type="checkbox"/> I CAN critique dialogue or incidents of a story.</p> <p><input type="checkbox"/> I CAN analyze the effect of dialogue or events on story progression.</p> <p>RL.8.5</p> <p><input type="checkbox"/> I CAN identify text structures.</p> <p><input type="checkbox"/> I CAN analyze the contributions text structure has on text meaning and style.</p> <p><input type="checkbox"/> I CAN compare and contrast text structures.</p> <p><input type="checkbox"/> I CAN analyze how differing structures of texts influence meaning and style.</p> <p>RL.8.9</p> <p><input type="checkbox"/> I CAN analyze how a modern work of fiction integrates themes, patterns of events, or character types from myths, traditional stories or religious works.</p> <p><input type="checkbox"/> I CAN determine and/or describe how modern work or fiction material is rendered new.</p> <p>RL.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p>RI.8.6</p> <p><input type="checkbox"/> I CAN analyze the author’s acknowledgement of counter arguments.</p> <p><input type="checkbox"/> I CAN evaluate the author’s response to conflicting evidence/viewpoints.</p> <p>RI.8.7</p> <p><input type="checkbox"/> I CAN determine advantages and disadvantages in using different mediums to present an idea or topic.</p> <p><input type="checkbox"/> I CAN evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p>RI.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>	<p>W.8.1</p> <p><input type="checkbox"/> I CAN locate sources.</p> <p><input type="checkbox"/> I CAN determine accuracy/credibility of sources.</p> <p><input type="checkbox"/> I CAN use evidence to support a claim.</p> <p><input type="checkbox"/> I CAN define and identify appropriate transitions for an argument.</p> <p><input type="checkbox"/> I CAN use words, phrases and clauses appropriately to strengthen my argument.</p> <p><input type="checkbox"/> I CAN utilize words, phrases, and clauses to create cohesion.</p> <p><input type="checkbox"/> I CAN clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.8.2</p> <p><input type="checkbox"/> I CAN use categories to organize ideas, concepts and information.</p> <p><input type="checkbox"/> I CAN progress the topic with relevant, well-chosenfacts, definitions, concrete details, quotations, or other information and examples.</p> <p><input type="checkbox"/> I CAN use appropriate and varied transitions to create cohesion.</p> <p><input type="checkbox"/> I CAN use appropriate and varied transitions to clarify relationships among ideas and concepts.</p> <p><input type="checkbox"/> I CAN use precise language and domain- specific vocabulary.</p> <p>W.8.3</p> <p><input type="checkbox"/> I CAN engage readers of my writing.</p> <p><input type="checkbox"/> I CAN establish a context and point of view.</p> <p><input type="checkbox"/> I CAN create and introduce a narrator and/or characters.</p> <p><input type="checkbox"/> I CAN generate writing with precise words and phrases.</p> <p><input type="checkbox"/> I CAN produce writing with relevant descriptive details.</p> <p><input type="checkbox"/> I CAN create a conclusion to support narrated experiences or events.</p> <p><input type="checkbox"/> I CAN create a conclusion that reflects on the narrated experiences or events.</p> <p>W.8.9</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literature to support analysis, reflection, and research while writing.</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literary nonfiction to support analysis, reflection, and research while writing.</p> <p>W.8.10</p> <p><input type="checkbox"/> I CAN write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><input type="checkbox"/> I CAN write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>L.8.1</p> <p><input type="checkbox"/> I CAN identify appropriate shifts in verb voice and mood.</p> <p><input type="checkbox"/> I CAN correct inappropriate shifts in verb voice and mood.</p> <p>L.8.2</p> <p><input type="checkbox"/> I CAN spell correctly in context.</p> <p><input type="checkbox"/> I CAN use ellipses appropriately.</p> <p>L.8.3</p> <p><input type="checkbox"/> I CAN use verbs in the active and passive voice to achieve particular effects.</p> <p><input type="checkbox"/> I CAN use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p>L.8.4</p> <p><input type="checkbox"/> I CAN define and identify Greek or Latin affixes and roots.</p> <p><input type="checkbox"/> I CAN use Greek and Latin roots and affixes as clues to the meaning of a word.</p> <p>L.8.5</p> <p><input type="checkbox"/> I CAN explain figurative language in context.</p> <p><input type="checkbox"/> I CAN determine relationships between words.</p> <p><input type="checkbox"/> I CAN use word relationships to determine meaning.</p> <p><input type="checkbox"/> I CAN distinguish among the connotations of words that have the same denotation.</p> <p>L.8.6</p> <p><input type="checkbox"/> I CAN use grade-appropriate technique to build vocabulary.</p> <p><input type="checkbox"/> I CAN accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>	<p>SL.8.1</p> <p><input type="checkbox"/> I CAN use purposeful questions that connect ideas of several speakers.</p> <p><input type="checkbox"/> I CAN use relevant evidence, observations, and ideas to respond to others’ questions and comments.</p> <p><input type="checkbox"/> I CAN modify my views based on new information and/or views provided by my peers.</p> <p><input type="checkbox"/> I CAN qualify my views based on new information and/or views provided by my peers.</p> <p>SL.8.4</p> <p><input type="checkbox"/> I CAN use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</p> <p>SL.8.6</p> <p><input type="checkbox"/> I CAN adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

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Middle Years & Student
Services*

Delsa Chapman
*Director of Magnet Programs
& High Schools*

Many thanks to...
the teachers and administrators
who helped develop and revise
the Pacing Guides.

The English Language Arts Pacing Guide is based on the Common Core State Standards, and the **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Eighth Grade • Fourth Quarter
Pacing Guide



English Language Arts

Introduction to Your English Language Arts Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Common Core State Standards.

The following tips may be helpful as you begin using the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Grade 8English Language ArtsFourth Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.8.9</p> <p><input type="checkbox"/> I CAN analyze how a modern work of fiction integrates themes, patterns of events, or character types from myths, traditional stories or religious works.</p> <p><input type="checkbox"/> I CAN determine and/or describe how modern work or fiction material is rendered new.</p> <p>RL.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band independently.</p> <p><input type="checkbox"/> I CAN read and comprehend literature at the high end of grade 8 text complexity band proficiently.</p>	<p>RI.8.10</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band independently.</p> <p><input type="checkbox"/> I CAN read and comprehend literary nonfiction at the high end of grade 8 text complexity band proficiently.</p>	<p>W.8.2</p> <p><input type="checkbox"/> I CAN incorporate formatting, graphics, and multimedia to advance comprehension as necessary.</p> <p><input type="checkbox"/> I CAN progress the topic with relevant, well- chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><input type="checkbox"/> I CAN use precise language and domain- specific vocabulary.</p> <p><input type="checkbox"/> I CAN utilize precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.8.3</p> <p><input type="checkbox"/> I CAN naturally and logically develop and organize sequence of events.</p> <p><input type="checkbox"/> I CAN generate writing with precise words and phrases.</p> <p><input type="checkbox"/> I CAN utilize sensory language appropriately.</p> <p><input type="checkbox"/> I CAN capture action and convey experiences and events.</p> <p>W.8.6</p> <p><input type="checkbox"/> I CAN use technology to create and publish writing.</p> <p><input type="checkbox"/> I CAN use technology to present relationships between information and ideas efficiently.</p> <p><input type="checkbox"/> I CAN use technology to interact and collaborate with others.</p> <p>W.8.8</p> <p><input type="checkbox"/> I CAN define and use search terms effectively.</p> <p><input type="checkbox"/> I CAN compile relevant information from multiple print and digital sources.</p> <p><input type="checkbox"/> I CAN assess credibility and accuracy of sources used for research.</p> <p><input type="checkbox"/> I CAN define and avoid plagiarism.</p> <p><input type="checkbox"/> I CAN use standard format for citation(s).</p> <p><input type="checkbox"/> I CAN quote and paraphrase data and conclusions from sources while avoiding plagiarism.</p> <p>W.8.9</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literature to support analysis, reflection, and research while writing.</p> <p><input type="checkbox"/> I CAN apply grade 8 standards to literary nonfiction to support analysis, reflection, and research while writing.</p> <p>W.8.10</p> <p><input type="checkbox"/> I CAN write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p><input type="checkbox"/> I CAN write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>L.8.2</p> <p><input type="checkbox"/> I CAN spell correctly in context.</p> <p><input type="checkbox"/> I CAN use ellipses appropriately.</p> <p>L.8.3</p> <p><input type="checkbox"/> I CAN use verbs in the active and passive voice to achieve particular effects.</p> <p><input type="checkbox"/> I CAN use verbs in the conditional and subjunctive mood to achieve particular effects.</p> <p>L.8.5</p> <p><input type="checkbox"/> I CAN explain figurative language in context.</p> <p><input type="checkbox"/> I CAN distinguish among the connotations of words that have the same denotation.</p> <p>L.8.6</p> <p><input type="checkbox"/> I CAN use grade-appropriate technique to build vocabulary.</p> <p><input type="checkbox"/> I CAN accurately use grade-appropriate vocabulary to demonstrate comprehension.</p>	<p>SL.8.4</p> <p><input type="checkbox"/> I CAN use elements of public speaking appropriately: eye contact, volume, and pronunciation while speaking to a group.</p> <p><input type="checkbox"/> I CAN create and use visual and multimedia components to demonstrate understanding.</p> <p><input type="checkbox"/> I CAN examine how specific ideas clarify a topic.</p> <p><input type="checkbox"/> I CAN integrate visual displays and multimedia into presentations to strengthen claims and evidence.</p> <p><input type="checkbox"/> I CAN integrate visual displays and multimedia into presentation to add interest.</p> <p>SL.8.6</p> <p><input type="checkbox"/> I CAN adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>