

**2007-2008 GIPS Language Arts Pacing Guide
Grade 8**

	August	September	October	November	December	Instructional Practices (Optional are noted as such)	Key Vocabulary Concepts	
Reading	First Semester Literature or Novel Unit Required (see back side of pacing guide)					Daily Language Practice 1.1 Word Study & Vocabulary 2.4 Editing Sitton Spelling 1.1 Word Study & Vocabulary 2.4 Editing Word Study (related to content studied) 1.1 Word Study & Vocabulary 2.4 Editing Grammar 1.1 Word Study & Vocabulary 2.3 Revising Read Aloud 5.1 Unconditional Listening	25-40 min/wk 25-40 min/wk 25-40 min/wk 25-40 min/wk 25-40 min/wk	alliteration anecdote antagonist figurative language flashback foreshadowing formal language historical fiction informal language
	~ Elements of Fiction Unit ~ Focus on Short Stories <i>SRI Instructional Reading Fall Assessment</i>	~ Elements of Fiction Unit ~ Focus on Short Stories <i>SRI Instructional Reading Fall Assessment</i>	~ Continue Elements of Fiction	<i>SRI Instructional Reading Fall Assessment</i> <i>Reading Fluency Practice Task</i> <i>Fall Narrative and Informational Practice</i>				
	~ Review Reading Process ~ Word Study related to content	~ Begin Guided Reading for struggling readers. ~ Focused reading strategy instruction with guided use of the Reading Process, using <i>The Reader's Handbook</i> ~ Continue Word Study and Vocabulary development related to content, providing students with multiple, memorable, meaningful experiences with a wide variety of vocabulary, especially key vocabulary concepts.						
Writing	~ Introduce Descriptive Writing via Creative Writing (pp.71-82) ~ Figurative Language (pp. 560-561) ~ Review Six Traits (pp. 33-50) ~ Review Writing Process (pp.5-28)		~ Descriptive Writing (prepare, revise, edit) <i>Fall Practice Task</i>	~ Descriptive Writing (prepare, revise, edit)	~ Descriptive Writing (prepare, revise, edit) <i>Winter Practice Task</i>	Independent Reading 1.1 Word Study & Vocabulary 1.2 Comprehension Strategies 1.3 Comprehension: Metacognition Comprehension Skills & Strategies 1.2 Comprehension Strategies 1.6 Reading Informational Texts Guided Reading for Below-level Readers 1.2 Comprehension Strategies 1.3 Comprehension: Metacognition Poetry (optional) 1.2 Comprehension Strategies 1.4 Comprehension: Fluency 1.7 Structural Features of Literary Genre 1.9 Developing and Exploring Interpretation of Literary Texts Literature Circles (optional) 1.2 Comprehension Strategies 1.8 Developing and Exploring Interpretation of Literary Texts 3.2 Responsive Listening Required Literature Units: • <i>The Outsiders</i> • <i>The Diary of Anne Frank</i> Choose one of these novels: • <i>A Day No Pigs Would Die</i> • <i>A House on Mango Street</i> • <i>The Giver</i> • <i>Johnny Tremain</i>	40 min/wk 40 min/wk 40 min/wk 40 min/wk 40 min/wk	formal language historical fiction informal language irony modifiers parallelism protagonist theme transitions viewpoint
	~ Provide opportunities for speaking practice, feedback, and reflection using the district speaking rubric ~ Provide opportunities for focused responsive listening and unconditional listening, using the district listening rubric.		~ Continued meaningful speaking and listening practice <i>Listening Practice Task</i>	~ Continued meaningful speaking and listening practice <i>Speaking Practice Task</i>	Continued meaningful speaking and listening practice			
Speaking & Listening	January		February	March	April	May		
Reading	Second Semester Literature or Novel Unit Required (see back side of pacing guide)					Required Literature Units: • <i>The Outsiders</i> • <i>The Diary of Anne Frank</i> Choose one of these novels: • <i>A Day No Pigs Would Die</i> • <i>A House on Mango Street</i> • <i>The Giver</i> • <i>Johnny Tremain</i>	40-50 min/wk 40-50 min/wk 40-50 min/wk 40-50 min/wk 40-50 min/wk	irony modifiers parallelism protagonist theme transitions viewpoint
	~ Independent Reading of book for book box presentation ~ Literature or novel study (For novel study, choose one of the optional novels.)	~ Literature or novel study	~ Literature or novel study <i>Reading Fluency District Summative Assessment</i>	~ Literature or novel study <i>SRI Instructional Reading Narrative Reading Informational Reading District Summative Assessments</i>	~ Novel study ~ Legends/Tall Tale/ Heroes Unit			
	~ Continue Guided Reading for struggling readers ~ Focused reading strategy instruction, using strategies from <i>The Reader's Handbook</i> ~ Continued word study and vocabulary development related to content, providing students with multiple, memorable, meaningful experiences with a wide variety of vocabulary, especially key vocabulary concepts.							
Writing	~ January: Descriptive writing practice with a focus on writing preparation when writing to a prompt <i>January 28-February 8: State Writing Assessment</i> ~ February 11 and after: Other Modes of Writing		Writing Process in connection to modes (prepare, revise, edit)	~ Narrative Writing Unit (pp. 93-142)		Required Literature Units: • <i>The Outsiders</i> • <i>The Diary of Anne Frank</i> Choose one of these novels: • <i>A Day No Pigs Would Die</i> • <i>A House on Mango Street</i> • <i>The Giver</i> • <i>Johnny Tremain</i>	40-50 min/wk 40-50 min/wk 40-50 min/wk 40-50 min/wk	irony modifiers parallelism protagonist theme transitions viewpoint
	~ Response to Literature Writing Unit: (pp. 283-322)							
Speaking & Listening	<i>District Summative Listening Assessment</i>		~ Choose book for district summative speaking assessment in February. ~ Continue to provide frequent meaningful speaking opportunities related to writing or reading tasks, with students using the district speaking rubric to self assess. ~ Continue to provide intentional listening practice, both responsive and unconditional, with student self-assessment and reflection. <i>District Summative Speaking Assessment (March)</i>					

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