



Grade 8 English At a Glance Pacing Guide (2024)

Updated August 2024

[VDOE English Language Arts Documents](#)

Teachers may use the Grade 8 Mirrors & Windows Differentiated Instruction Workbooks and/or Textbook to support instruction for each unit.

			Assessments	Unit Resources		
	Communication	Reading	Writing	Research		Unit 1: Fiction
	<p>8.1- a, c, e, f, g</p> <p>8.2- a, b, c, e</p> <p>8.3- a, c, e, g</p>	<p>8.4- a, b, c, e, f, g</p> <p>8.5- a, c, d, e, f, g, h, i, j</p> <p>8.6- a, b, e, f, h, j, k, l, m</p>	<p>8.7- a, b, c, d, e, f, g, h, i, j, k, l</p> <p>8.8- a, b, c, d, e, f, g</p>	<p>8.9- b, c, d, e, f, g</p>	<p>Narrative Essay: Tell About a Conflict (pp. 1-10 Writing & Grammar Workbook)</p> <p>Concert Posters (p. 27 of Mirrors & Windows textbook)-students will be able to evaluate and cite sources using MLA style guidelines</p> <ul style="list-style-type: none"> • Grammar Diagnostic • Roots, Prefixes, Suffixes Diagnostic 	<p>Finding Ourselves Short Story Unit</p> <p>“Charles” by Shirley Jackson [Element of Fiction/Focus: Plot; Idioms]</p> <p>“The Treasure of Lemon Brown” [Character; Dialect]</p> <p>“A Mother in Mannville” [Setting]</p> <p>“Born Worker” [Theme]</p> <p>“The Drummer Boy of Shiloh” [Context Clues]</p> <p>Two-week Novel Unit: <i>The Outsiders</i></p>
						Unit 2: Drama, Fiction, Research
	<p>8.1- a, b, c, d, e, f, g</p> <p>8.2- a, b, c, e, d, e, f, g</p> <p>8.3- a, c, e, g</p>	<p>8.4- a, b, c, d, e, f, g</p> <p>8.5- a,b, c, d, e, f, g, h, i, j</p> <p>8.6- a, b, e, f, h, j, k, l, m</p>	<p>8.7- a, b, c, d, e, f, g, h, i, j, k, l</p> <p>8.8- a, b, c,d, e, f, g</p>	<p>8.9- a, b, c, d, e, f, g, h, i</p>	<p>Expository Essay: Explain how Sherlock Holmes solved the case answering <i>who, what, when, where, why, and how.</i></p> <p>Horror Unit: Write your own scary stories/</p> <p>Holocaust Research Project, including expository or argumentative essay</p>	<p>Meeting Dangers Drama, Short Story, Novel Unit</p> <p>“The Dying Detective” [Dialogue; Stage Directions; Protagonist; Antagonist]</p> <p>“Sorry, Right Number” (workbook)</p>

					<ul style="list-style-type: none"> ● Grammar Assessments** ● Roots, Prefixes, Suffixes Vocabulary Assessments** 	<p>"The Tell-Tale Heart" [Point of View]</p> <p><i>The Diary of Anne Frank</i></p>
	Communication	Reading	Writing	Research	Assessments	Unit 3: Essay and Nonfiction
	<p><u>8.2-</u> a, b, c, d, e, f, g</p>	<p><u>8.4-</u> a, b, c, e, f, g</p> <p><u>8.5-</u> a, b, c, d, e, f, g, h, i, j</p> <p><u>8.6-</u> ,c, d, e, f, g, h, i, j, k, l</p>	<p><u>8.7-</u> a, b, c, d, e, f, g, h, i, j, k, l</p> <p><u>8.8-</u> a, b, c, d, e, f, g</p>	<p><u>8.9-</u> a, b, c, d, e, f, g, h, i</p>	<p>Expository Essay: If you could choose any historical period in which to live, which one would it be and why? Explain what you could do during this period that you cannot do now. Research reliable internet or library sources to learn more about the period you choose.</p> <p>Informative/Persuasive Essay: Choose one of the persuasive essays you read from this unit. Take a position on whether you agreed or disagreed with the author and inform your audience why.</p> <p>**Grammar Assessment** **Roots, Prefixes, Suffixes, Vocabulary Assessments**</p>	<p>Nonfiction Unit</p> <p>"Understanding the Essay"</p> <p>"Soul of a Citizen Living with Conviction in a Cynical Time"</p> <p>"The Struggle to be an All-American Girl"</p> <p><i>Paired Texts:</i>"Harriett Tubman: Conductor of the Underground Railroad" and "Our Struggle is Against All Forms of Racism"</p> <p>Writing SOL Review</p>

	Communication	Reading	Writing	Research	Assessments	Unit 4:Poetry and Novel
	<p><u>8.1-</u> a, b, c, d, e, f, g</p> <p><u>8.2-</u> b, c</p> <p><u>8.3-</u> a, b, c, d, e, f, g</p>	<p><u>8.4-</u> a, b, c, e, f, g</p> <p><u>8.5-</u> a, b, c, d, e, f, g, h, i, j</p> <p><u>8.6-</u> a, b, c, d, e, f, g, h, i, k, l, m</p>	<p><u>8.7-</u> a, b, c, d, e, f, g, h, i, j, k, l</p> <p><u>8.8-</u> a, b, c,d, e, f, g</p>	<p><u>8.9-</u> a, b, c, d, e, f, g, h, i</p>	<p>Poetry Projects</p> <p>Two Exams on <i>Animal Farm</i></p> <ul style="list-style-type: none"> • Grammar Assessment** • Roots, Prefixes, Suffixes Vocabulary Assessments** 	<p>Living with Words</p> <p>Poetry and Fiction Unit</p> <p>“Introduction to Poetry”</p> <p>“The Naming of Cats”</p> <p>“The New Colossus”</p> <p>“Bats”</p> <p>“Casey at the Bat”</p> <p>“Ode to my Socks”</p> <p>“Paul Revere’s Ride”</p> <p>“The Cremation of Sam McGee”</p> <p>**Poetry Project**</p> <p>“Introduction to Informational Text and Visual Media”</p> <p><i>Paired Texts:</i> “Scale of Geologic Time” and “On the Relativity of Time”</p> <p><i>Animal Farm</i></p> <p>Standardized Test Preparation</p>

2017 Standards of Learning

Communication	Reading	Writing	Research
<p>8.1- The student will participate in, collaborate in, and report on small-group learning activities.</p> <ul style="list-style-type: none"> a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams. b) Exhibit willingness to make necessary compromises to accomplish a goal. c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. Include all group members, and value individual contributions made by each group member. d) Make statements to communicate agreement or tactful disagreement with others' ideas. e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. f) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities. <p>8.2- The student will develop and deliver multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> a) Select, organize, and create multimodal content that encompasses opposing points of view. b) Choose vocabulary and tone appropriate to the audience, topic, and purpose. c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations. d) Cite information sources. e) Respond to audience questions and comments. 	<p>8.4- The student will apply knowledge of word origins and figurative language to extend vocabulary development within authentic texts.</p> <ul style="list-style-type: none"> a) Identify and analyze the construction and impact of an author's use of figurative language. b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. d) Identify the meaning of common idioms. e) Use word-reference materials to determine meanings and etymology. f) Discriminate between connotative and denotative meanings and interpret the connotation. g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. <p>8.5- The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning. b) Identify cause-and-effect relationships and their impact on plot. c) Explain the development of the theme(s). d) Explain the use of symbols and figurative language. e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support. f) Identify and analyze characteristics within 	<p>8.7- The student will write in a variety of forms to include narrative, expository, persuasive, and reflective, with an emphasis on expository and persuasive writing.</p> <ul style="list-style-type: none"> a) Engage in writing as a recursive process. b) Choose intended audience and purpose. c) Use prewriting strategies to generate and organize ideas. d) Organize writing structure to fit form or topic. e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style. f) Compose a thesis statement for persuasive writing that advocates a position. g) Clearly state and defend a position with reasons and evidence from credible sources. h) Identify a counterclaim and provide a counter-argument. i) Distinguish between fact and opinion to support a position. j) Organize information to provide elaboration and unity. k) Develop and modify the central idea, tone, and voice to fit the audience and purpose. l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs. <p>8.8- The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words. b) Correctly use pronouns in prepositional 	<p>8.9- The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.</p> <ul style="list-style-type: none"> a) Formulate and revise questions about a research topic. b) Collect and synthesize information from multiple sources. c) Evaluate and analyze the validity and credibility of resources. d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias. e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style. f) Quote, summarize, and paraphrase research findings. g) Publish findings and respond to feedback. h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. i) Demonstrate ethical use of the Internet.

- f) Differentiate between Standard English and informal language.
- g) Evaluate presentations.

8.3- The student will analyze, develop, and produce creative or informational media messages.

- a) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products to express new understandings.
- d) Evaluate sources for relationships between intent and factual content.
- e) Utilize multimedia to clarify information and emphasize differing points of view.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

- a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8.6- The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text, identifying supporting details.
- j) Identify cause-and-effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections, providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

- phrases with compound objects.
- c) Use a variety of sentence structures to infuse sentence variety in writing.
- d) Maintain consistent verb tense across paragraphs.
- e) Use comparative and superlative degrees in adverbs and adjectives.
- f) Use quotation marks with dialogue and direct quotations.
- g) Use correct spelling for frequently used words.