

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide

Date Revised June 2013

Grade Level: 8th	Subject: LA	Quarter/Semester: Full year	Core Text:
-------------------------	--------------------	------------------------------------	-------------------

Time Block	Unit / Theme	Content (Nouns)	Student Skills (Verbs)	2010 Common Core Standards	Pre-2010 AZ Standards* (if applicable)	Assessments & Benchmarks	Additional Info (if needed)
Quarter 1	6+1 Writing Traits Review	Ideas, organization, voice, conventions, sentence fluency, presentation, word choice	Identify and apply the 6+1 writing traits in their own writing. Example/non-example Choose the correct prewriting strategy.	W8.1-2,4,5,6,10 L8.1-3,6	WRITING: S2 C2 PO1-6 S1 C1 PO 1-7	Ongoing application	
	Writing Process	Literal and figurative language; theme; format; prewriting, drafting, revising, editing, publishing	Prewrite, draft, revise, edit, publish; oral presentation	W8.1,2,4,5,6,10 L8.1-3,5,6	WRITING: S1 C1-5 S2 C1,2,3, S2 C4 PO4	Final products	
	Grammar instruction	Sentence structure: subject (compound, simple, complete) and predicate (compound, simple, complete) Grammar: nouns, articles, adjectives, prepositions	Locate and correctly use each element practice and revise after mastery is achieved	SL8.1,6 L8.1-3	S2 C1 PO1,3,4,5 WRITING: S2 C1 PO 4, 6 S2 C6 PO 12	Worksheets and tests	
	Personal Narrative	Organization, ideas Writing process (6+1) Presentation/Product	Include supporting details. Include sensory description. Write an introductory, body, and concluding paragraphs.	W8.1,3,4,5,6,10 L8.1-3,5,6	WRITING S1 C1 PO5 S1 C5 PO1	Final product, oral presentation	

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised June 2013

Quarter 2	Poetry	Figurative language: similes, metaphors, onomatopoeia, personification, hyperbole, alliteration, imagery, rhyme; lines, stanzas; descriptive language; ideas, voice, sentence fluency, editing, publishing	Write intriguing, thought provoking poetry using figurative language effectively. Demonstrate proper usage of lines and line breaks.	L1-6 W8.3 W8.1,3-10	WRITING: S3 C1, PO 1-2 S2 C1 PO 1-4 S2 C3, PO 1-4 S2 C5, PO 1-4 S1 C4, PO 1-4 S1 C5, PO 1-4	Information applied to poetry project and presentation
	Reading	Poems	Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms	L8.1-6 RL8.1-6,9,10 RI8.1-4,6,8,9,10 W8.4,8,9,10	READING: S1 C4 PO4 S1 C5 S2 C1 PO 7	
	Persuasive Essay	Persuasive techniques 5-paragraph essay Controlling idea, supporting arguments excluding irrelevant information, idea, voice, revision	Identify audience Write a thesis statement Use correct techniques based on audience and purpose. Identify irrelevant information. Staying focused on their main idea and argument. Present orally/debate Cite sources	L:8.1-3,5,6 W8.1,2,4,5-10 SL8.1-4,6	WRITING: S3 C4, PO 1 S3 C2 1-3 S1 C5, PO 1 S2 C1, PO 1-4 S2 C3, PO 1-4 S1 C3, PO 1-7	Final product: Persuasive text tests on elements
	Reading	Editorials, letters and articles	Identify persuasive techniques, Controlling idea and supporting arguments	RI8.1-4,8-10	READING S3 C3 PO 1-4	
	Functional Writing	Friendly letter (review) Formal letter (review) email, directions, recipes, websites, addressing an	Identify audience (which format is appropriate for your purpose - friendly, formal, email) Identify the parts of a friendly, a formal	L8.1-3.6 W.2 W8.1,2,4-6,10	WRITING: S1 C5, PO1 S2 C1-C 3 S2 C6	Final products tests

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide

Date Revised June 2013

	envelope (review)	letter and an email. Address format.		S3 C3, PO 2-5		
Reading - Functional text	Functional texts	Analyzing text: sequencing, prioritizing, interpreting, evaluating; finding proof, summarizing, questioning, self-monitoring, visualizing	RI8.1-4,5,6,8,10	READING: S3 C2 PO 1-4 S1 C5 PO1 S1 C2 PO1-7 S1 C6 PO1-7		
Novels:	Literary elements: protagonist, antagonist, conflict, point of view, setting, tone, theme Vocabulary and Spelling Citing sources	Identify literary elements and apply Literary Elements to text Identify the author's purpose and intended audience; apply Literary elements to the story	RL8.1-4,6,10 (8.7) W8.9 L8.5	READING: S2 C1 PO1,3,4,5,6	Book project and presentation	
Reading Skills (review)		Compare strengths and weaknesses of each genre, present applied elements in a creative and informative manner	SL8.1,4,5,6 W8.1,2,4-6,9,10	S1 C5		
Quarter 3	Research Paper	Research: reliable sources Summarize: notes, outline In text citations, Plagiarism Citations – book, website, textbook, primary sources, magazine/journal, conventions, organization	Organization of body of information Write a thorough description of the topic; support a thesis statement Choose relevant sources List sources Read and evaluate information	L8.1-6 W 8.1,2; 4-7; 8- 10 L8.6	WRITING: S1 C5, PO 1-4 S1 C4, PO 1-4 S2 C2, PO 1-6 S2 C6, PO 1-13 S3 C2 PO 1-4 S3 C6, PO 1-2	Final paper or project and presentation

PRESCOTT UNIFIED SCHOOL DISTRICT

District Instructional Guide

Date Revised June 2013

		editing, publishing					
	Reading Information texts -related to research	Presentations: multimedia Researching online, books, magazines, media	Use graphics to enhance the final product	SL8.1-6 L8.5 RI.8,1-7,9-10	S1 C5 S3 C1		
	Reading literature	Biographies, autobiographies, historical fiction, and/or Classics	Identify literary elements, Apply literary elements to text Present applied elements in a creative and informative manner	RL8.1-6,9,10 W8.4,8,9,10 SL1-6	READING: S1 C5 PO1 S1 C6 Po1-7 S2 C1 PO1,3,4,5 S2 C2 PO1-2	Book project and presentation	
	Begin AIMS review (continued into 4th quarter)	Review content covered throughout the school year Test taking skills	AIMS prep Reading Packet; notes; handouts	ALL	ALL	In-class assignments and homework	
Quarter 4	After AIMS testing: Personal Narrative Reading	Organization, ideas Writing process (6+1) Presentation/Product Excluding irrelevant information Personal narratives Novels and short text narrative, biography;	Include supporting details. Include sensory description Write an introductory, body and concluding paragraphs. Oral presentation. Analyze literary elements Identify the author's purpose and intended audience; apply	W8.1,3,4,5,6, 10 L8.1-3 5,6 SL1-6 RL8.1-4,5-6,9,10 RL8.1-4,6,10 W8.9 L8.5	WRITING: S1 C1 PO5 S1 C5 PO1 S2 C1 PO1-4 S2 C2 PO1-6 S2 C6 PO1-13 S2 C5 PO1-4 S3 C3, PO 1 S3 C1-2 READING S2 C1 PO 1-6 WRITING: S2	Final product oral presentation	

PRESCOTT UNIFIED SCHOOL DISTRICT
District Instructional Guide

Date Revised June 2013

		autobiography; poems	literary elements to the story Compare strengths and weakness of each genre	SL8.1,4,5,6 W8.1,2,4,5,6, 9, 10	C1 PO 4, 6 S2 C6 PO 12		
	Grammar instruction	Grammar: nouns, articles, adjectives, prepositions, pronouns, adverbs	Locate and correctly use each element; practice and revise after mastery is achieved	SL8.1,6 L8.1-3	S2 C1 PO1,3,4,5 WRITING: S2 C1 PO 4, 6 S2 C6 PO 12	Worksheets and tests	
	All Year: Literary Response/ Nightly Reading/ Spelling	All texts: with emphasis on Informational Texts		L.1-4;5 RI.1,4 10 RL.1-10 W.1-10	READING: S1 C4 PO 1-5 S1 C5 PO 1 S1 C6 PO 1-7 S2 C1 PO 1-6 WRITING: S1 C4 S2 C6 PO7-8 LISTENING/ SPEAKING E1-4, VP 1-3		

*During Common Core transition, teachers may wish to document pre-2010 AZ standards that they are still responsible to teach for AIMS.