

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

**Course Outline  
English Language Arts, 8<sup>th</sup> Grade**

**Date: February 2003**

**Proposed Grade Level(s): 8**

**Grading: A-F**

**Prerequisite: None**

**COURSE DESCRIPTION:**

The curriculum for this course correlates to the California English Language Arts Content Standards for 8<sup>th</sup> grade and includes instruction in reading, writing, written and oral English-language conventions, and listening and speaking.

**GENERAL GOALS/PURPOSES:**

Eighth grade marks the beginning of another significant transition for students – that of preparing for the high school years. The content for this grade signifies the readiness required of students preparing for the secondary content in grades nine through twelve. The eighth-grade standards represent an important culmination of curriculum activities emphasized throughout grades four through eight. Additionally, the standards require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative, expository, and instructional materials. One million words translate to about 15 to 20 minutes of reading per day.

**STUDENT READING COMPONENT:**

Students will read classic and contemporary literature, expository text, magazines, newspapers, online information, speeches, essays, poetry, and consumer and workplace documents.

• **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will apply the vocabulary skills developed in earlier grades in more sophisticated contexts. Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Students must also identify idioms, analogies, metaphors, and similes in prose and poetry and continue to clarify word meanings through definitions, examples, restatements, and contrasts. New and important vocabulary should be taught and reviewed cumulatively and periodically during the school year. Students will also have opportunities to work with word derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments.

• **Reading Comprehension (Focus on Informational Materials)**

Students will continue to learn strategies to comprehend informational materials, which often differ from strategies used to comprehend narrative text. Students will demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences between texts; compare an

original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning; and evaluate the unity, logic, internal consistency, and structural patterns of text.

- **Literary Response and Analysis**

Students will demonstrate a thorough understanding of the basic elements of story grammar. As to the structural features of literature, students will understand the different kinds of prose and the purposes and characteristics of different kinds of poetry.

### **STUDENT WRITING COMPONENT:**

Students will write fictional or autobiographical narratives, responses to literature, research reports, persuasive compositions, documents related to career development, and technical documents.

- **Writing Strategies**

Students' writing will continue to be characterized by a controlling thesis that is well supported by details or evidence from the text. Additionally, students' writing will now begin to display more sophistication and polish, including such features as transitions, parallelism, and a consistent point of view. Students will be taught how to achieve an effective balance between researched information and original ideas.

- **Writing Applications (Genres and Their Characteristics)**

Students will write texts of 500 to 700 words in these categories: fictional or autobiographical narratives, responses to literature, research reports, persuasive compositions. Students should demonstrate more sophistication in the elements included in their writing.

- **Written and Oral English-Language Conventions**

The standards indicate that eighth grade students are expected to have mastered grammar, punctuation, capitalization, and spelling. Sentence structure is new learning introduced. In that area students are expected to vary sentence types and sentence openings, use parallel structures appropriately, and indicate relationships between ideas by using such devices as subordination, coordination, and apposition. All the skills that students learn in relation to writing are also to be applied to speaking. In addition to learning correct speech, students should recognize that the structures of spoken language are generally more informal than the structures of writing and depend on audience and purpose.

### **STUDENT ORAL COMPONENT:**

Students will speak both formally and informally to deliver the following: constructive feedback to peers, narrative presentations, oral responses to literature, research presentations, persuasive presentations, and recite poems. Students will demonstrate a command of standard American English and use appropriate organizational and delivery strategies.

- **Listening and Speaking Strategies**

Students will deliver focused, coherent presentations that convey ideas clearly. Students will evaluate the content of oral communication. Students will use audience feedback in both speaking and listening.

- **Speaking Applications (Genres and Their Characteristics)**

Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Students will speak demonstrating a command of standard American English. Oral responses to reading will shift from an expository focus in the seventh grade to a literary focus in the eighth grade, as students will interpret their reading orally and analyze it. Students will recite poems with expression.

## **DETAILED UNITS OF INSTRUCTION:**

See Appendix A: District Language Arts Assessment Grades 6-8

See Appendix B: 8<sup>th</sup> Grade Pacing Plans

## **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAM IN:**

Writing, Reading, and Language Arts

**LAB FEE, IF REQUIRED:** None

## **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

See Appendix A & B

## **DISTRICT ESLRS TO BE ADDRESSED:**

Middle school English students will become:

- **Self-directed Learners** who will read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Effective Communicators** who can clearly articulate their ideas in writing using standard American English and deliver effective oral presentations and arguments in both formal and informal settings. They will be able to analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who understand the importance of neat, organized work (both written and oral) that demonstrates their thinking and understanding. They will take pride in all assignments and realize the value of creating an error-free product.
- **Constructive Thinkers** who are able to complete tasks with organization, logic, reasoning and writing skills that they have developed. They will reflect on their work and/or actions to enhance the outcome and value of their contributions.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use collaborative groups to strengthen their own understanding in addition to providing constructive feedback and support for others.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. They will be people who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

**Folsom Cordova Unified School District  
English Language Arts  
Grades 6 – 8**

**District and State Assessments**

	<b>First Trimester</b>	<b>Second Trimester</b>	<b>Third Trimester</b>	
	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• FCUSD Oral Reading Assessment (below 128 WPM and/or 95% accuracy only)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• STAR Testing (CST)</li> </ul>	<ul style="list-style-type: none"> <li>• FCUSD Oral Reading Assessment (below 128 WPM and/or 95% accuracy only)</li> </ul>
<b>7<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• Writing Component of the CST</li> <li>• STAR Testing (CAT6 and CST)</li> </ul>	
<b>8<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Holt Entry-Level Test (optional)</li> <li>• Holt First-Quarter Test</li> </ul>		<ul style="list-style-type: none"> <li>• Holt Third-Quarter Test</li> <li>• STAR Testing (CST)</li> </ul>	

# Folsom Cordova Unified School District

## English Language Arts

### Pacing Plan

# Grade 8

First Quarter

CHAPTER 1 (6 weeks) FCUSD Weeks #1-#6	CHAPTER 2 (5 weeks) FCUSD Weeks #7-#11
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>■ Ch 1—Plot, OC Wk 1               <ul style="list-style-type: none"> <li>● Intro Ch 1 pp. 4-5</li> <li>● SL &amp; PR IR Ch 1 pp. 1-10                   <ul style="list-style-type: none"> <li>✓ R 1.2</li> <li>✓ R 2.2</li> <li>✓ R 3.2</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 2—Characters, OC Wk 6               <ul style="list-style-type: none"> <li>● Intro Ch 2 pp. 84-85</li> <li>● SL &amp; PR IR Ch 2 pp. 45-54                   <ul style="list-style-type: none"> <li>✓ R 1.2</li> <li>✓ R 2.3</li> <li>✓ R 3.3</li> </ul> </li> </ul> </li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>■ WS 7: <b>The Paragraph</b>, p. 754</li> <li>■ WS 1: <b>Narration</b> – Writing a Personal Narrative, p. 586, OC Wk 4               <ul style="list-style-type: none"> <li>✓ W 2.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ WS 2: <b>Response to Literature</b> – Writing a Review of a Novel, p. 610, OC Wk 8               <ul style="list-style-type: none"> <li>✓ W 2.2</li> </ul> </li> <li>■ Mini WS 2: Writing a Fable, p. 771, OC Wk 5               <ul style="list-style-type: none"> <li>✓ W 2.1</li> </ul> </li> </ul>
<p><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>■ Telling &amp; Listening to a True Story, p. 604, OC Wk 5               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Giving &amp; Listening to a Response to Literature, p. 632, OC Wk 10               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.2</li> </ul> </li> <li>■ Reciting &amp; Listening to a Literary Work, p. 637, OC Wk 10               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.5</li> </ul> </li> </ul>
<p><b>HOLT HANDBOOK ENGLISH LANGUAGE CONVENTION</b></p> <ul style="list-style-type: none"> <li>■ Ch 14—Punctuation, p. 310, OC Wk 29-30               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.3, 1.4, 1.5</li> </ul> </li> <li>■ Ch 15—Punctuation, p. 340, OC Wk 32               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.4, 1.5</li> </ul> </li> <li>■ Ch 18—Writing Effective Sentences, p. 436, OC Wk 28               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1, 1.2, 1.3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 13—Capital Letters, p. 284, OC Wk 28 (not included in minimum course of study)</li> <li>■ Ch 16—Spelling, p. 368, OC Wk 34-35               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.4, 1.6</li> </ul> </li> </ul>
<p><b>SPELLING</b> <span style="float: right;">Spelling Lessons #1-11</span></p>	
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ch 1 Test pp. 15-22 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.2, 3.2</li> </ul> </li> <li>■ Writing WS 1 Test pp. 2-4 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 2 Test pp. 40-45 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.2, 3.3</li> </ul> </li> <li>■ Writing WS 2 Test pp. 5-7 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul>

**QUARTERLY ASSESSMENT:** First-Quarter Test. Assessment results are due to the district the twelfth week of school. **Standards Taught and Assessed through the First-Quarter Test:**

- Reading: 1.2, 2.2, 2.3, 3.2, 3.3
- Writing: 1.0, 1.1, 1.4, 1.6, 2.1c
- Language Conventions: 1.0, 1.1, 1.3, 1.5, 1.6

SL & PR – Strategy Launch and Practice Read  
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# Folsom Cordova Unified School District

## English Language Arts

### Pacing Plan

# Grade 8

Insert between 1st &  
2nd Quarter

#### CHAPTER 8 (3 weeks)

FCUSD Weeks #12-#14

#### READING

- Ch 8—Reading for Life OC Wk 34
  - Intro Ch 8 pp. 528-529
  - SL & PR IR Ch 8 pp. 307-320
    - ✓ R 2.1
    - ✓ R 2.5
    - ✓ R 2.6

#### WRITING

- WS 6: Writing for Life – **Business**  
**Writing**, p. 740, OC Wk 36
  - ✓ W 2.5

#### LISTENING & SPEAKING

#### HOLT HANDBOOK ENGLISH LANGUAGE CONVENTION

- Ch 1—Parts of a Sentence, p. 2, OC Wk 3
  - ✓ ELC 1.0, 1.1, 1.3, 1.4
- Ch 2—Parts of Speech, p. 24, OC Wk 4  
(not included in minimum course of study)

#### SPELLING

Spelling Lessons #12-14

#### ASSESSMENT

- Ch 8 Test pp. 191-200  
(*Progress Assessment: Reading, Vocabulary & Literature*)
  - ✓ R 2.1, 2.5, 2.6
- Writing WS 6 Test pp. 17-20  
(*Progress Assessment: Writing, Listening & Speaking*)

# Folsom Cordova Unified School District

## English Language Arts

### Pacing Plan

# Grade 8

## Second Quarter

CHAPTER 3 (5 weeks) FCUSD Weeks #15-#19	CHAPTER 4 (6 weeks) FCUSD Weeks #20-#25
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>■ Ch 3—Setting, OC Wk 11               <ul style="list-style-type: none"> <li>● Intro Ch 3 pp. 150-151</li> <li>● SL &amp; PR IR Ch 3 pp. 89-96                   <ul style="list-style-type: none"> <li>✓ R 1.3</li> <li>✓ R 2.0</li> <li>✓ R 3.4</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 4—Theme, OC Wk 16               <ul style="list-style-type: none"> <li>● Intro Ch 4 pp. 210-211</li> <li>● SL &amp; PR IR Ch 4 pp. 137-148                   <ul style="list-style-type: none"> <li>✓ R 1.3</li> <li>✓ R 2.0</li> <li>✓ R 3.5</li> </ul> </li> </ul> </li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>■ WS 3: <b>Technical Documents</b> – Writing Instructions for Operating a Tool, p. 642, OC Wk 13-14</li> <li>■ Mini WS 4: Writing Bylaws, p. 776, OC Wk 15               <ul style="list-style-type: none"> <li>✓ W 2.6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ WS 4: <b>Research</b> – Writing a Research Report, p. 666, OC Wk 19-20               <ul style="list-style-type: none"> <li>✓ W 2.3</li> </ul> </li> </ul>
<p><b>LISTENING &amp; SPEAKING</b></p> <ul style="list-style-type: none"> <li>■ Media WS: Creating Graphs for Technical Documents, p. 661, OC Wk 14               <ul style="list-style-type: none"> <li>✓ L&amp;S 1.9</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Giving &amp; Listening to Research Presentations, p. 696, OC Wk 21</li> <li>■ Media—Mini WS 5: Creating Charts, Maps, &amp; Graphics, p. 778, OC Wk 21               <ul style="list-style-type: none"> <li>✓ L&amp;S 2.3</li> </ul> </li> </ul>
<p><b>HOLT HANDBOOK ENGLISH LANGUAGE CONVENTION</b></p> <ul style="list-style-type: none"> <li>■ Ch 3—Parts of Speech Overview, p. 50, OC Wk 6-8 (not included in minimum course of study)</li> <li>■ Ch 4—Compliments, p. 78, OC Wk 9-10 (not included in minimum course of study)</li> <li>■ Ch 5—Appositives, p. 94, OC Wk 13               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.3, 1.4</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 6—The Clause, p. 118, OC Wk 14               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1, 1.3, 1.4</li> </ul> </li> <li>■ Ch 7—Sentence Structure, p. 138, OC Wk 13-14               <ul style="list-style-type: none"> <li>✓ ELC 1.0, 1.1, 1.3, 1.4, 1.5</li> </ul> </li> <li>■ Ch 8—Agreement, p. 154, OC Wk 16-19 (not included in minimum course of study)</li> </ul>
<p><b>SPELLING</b> Spelling Lessons #15-25</p>	
<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>■ Ch 3 Test pp. 64-70 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.3, 3.4</li> </ul> </li> <li>■ Writing WS 3 Test pp. 8-10 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul> <p><b>QUARTERLY ASSESSMENT:</b> Optional Midyear Test. This test has <u>not</u> been rewritten to reflect FCUSD’s program organization. Assessment results do not need to be sent to the district. <b>Standards Taught and Assessed through the Midyear Test:</b></p> <ul style="list-style-type: none"> <li>● Reading: 1.0, 1.3, 3.0, 3.2, 3.3, 3.4, 3.5, 3.7</li> <li>● Writing: 1.0, 1.1, 1.3, 1.5, 1.6, 2.6a, 2.6b</li> </ul>	<ul style="list-style-type: none"> <li>■ Ch 4 Test pp. 92-99 (Progress Assessment: Reading, Vocabulary &amp; Literature)               <ul style="list-style-type: none"> <li>✓ R 1.3, 3.5</li> </ul> </li> <li>■ Writing WS 4 Test pp. 11-13 (Progress Assessment: Writing, Listening &amp; Speaking)</li> </ul> <ul style="list-style-type: none"> <li>● Language Conventions: 1.1, 1.4</li> </ul>

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# Folsom Cordova Unified School District English Language Arts Pacing Plan

# Grade 8 8 Third Quarter

## CHAPTER 5 (3 weeks) FCUSD Weeks #26-#28

3rd Quarter Extension  
FCUSD Weeks  
#33-#34

## CHAPTER 6 (4 weeks) FCUSD Weeks #29-#32

### READING

- Ch 5—Literary Devices, OC Wk 22
  - Intro Ch 5 pp. 350-351
  - SL & PR IR Ch 5 pp. 189-197
    - ✓ R 1.1
    - ✓ R 2.0
    - ✓ R 3.6

- Ch 6—Poetry, OC Wk 25
  - Intro Ch 6 pp. 402-403
  - SL & PR IR Ch 6 pp. 221-230
    - ✓ R 2.4
    - ✓ R 3.1

### WRITING

- WS 5: **Persuasion** – Writing a Persuasive Essay, p. 704, OC Wk 31-32
  - ✓ W 2.1

- Mini WS 3: Writing a Response to a Poem, p. 773, OC Wk 28
  - ✓ W 2.2

### LISTENING & SPEAKING

- Ch 5—Giving & Evaluating a Persuasive Speech, p. 726, OC Wk 33
  - ✓ L&S 2.4
- Persuasive Images in Media, p. 733, OC Wk 33
  - ✓ L&S 1.9

### HOLT HANDBOOK ENGLISH LANGUAGE CONVENTION

- Ch 9—Using Verbs Correctly, p. 184, OC Wk 10  
(not included in minimum course of study)
- Ch 10—Pronouns, p. 214, OC Wk 23
  - ✓ ELC 1.0, 1.4

- Ch 11—Using Modifiers Correctly, p. 236, OC Wk 24  
(not included in minimum course of study)
- Ch 12—Glossary of Usage, p. 262, OC Wk 25-26  
(not included in minimum course of study)

**Review Ch 13, 14, 15, & 18 before  
STAR test.**

### SPELLING

Spelling Lessons #26-34

### ASSESSMENT

- Ch 5 Test pp. 116-124  
(Progress Assessment: Reading, Vocabulary & Literature)
  - ✓ R 1.1, 3.6
- Writing WS 5 Test pp. 14-16  
(Progress Assessment: Writing, Listening & Speaking)

- Ch 6 Test pp. 151-157  
(Progress Assessment: Reading, Vocabulary & Literature)
  - ✓ R 3.1

**QUARTERLY ASSESSMENT:** Third-Quarter Test. Assessment results are due to the district the thirty-fifth week of school. **Standards Taught and Assessed through the Third-Quarter Test:**

- Reading: 1.1, 1.3, 1.5, 2.0, 2.2, 2.4, 3.1, 3.2, 3.4, 3.5, 3.6
- Writing: 1.0, 1.1, 1.5, 1.6
- Language Conventions: 1.1, 1.4

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Folsom Cordova Unified School District  
 English Language Arts  
 Pacing Plan

# Grade 8

Fourth Quarter

**CHAPTER 7 (2 weeks)**

FCUSD Weeks #35-#36

**READING**

- Ch 7—Literary Criticism, OC Wk 29
  - Intro Ch 7 pp. 468-469
  - SL & PR IR Ch 7 pp. 261-271
    - ✓ R 1.1
    - ✓ R 1.3
    - ✓ R 2.7
    - ✓ R 3.7

**WRITING**

- Mini WS 1: Writing a Descriptive Essay, p. 768, OC Wk 24
  - ✓ W 2.1

**LISTENING & SPEAKING**

**HOLT HANDBOOK ENGLISH LANGUAGE CONVENTION**

**SPELLING**

Spelling Lessons #35-36

**ASSESSMENT**

- Ch 7 Test, pp. 172-180
  - ✓ R 1.1, 1.3, 3.7

*(Progress Assessment: Writing, Listening & Speaking)*

**QUARTERLY ASSESSMENT:** Optional End-of Year Test. Assessment results do not need to be sent to the district. **Standards Taught and Assessed through the End-of-Year Test:**

- Reading: 1.1, 1.3, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- Language Conventions: 1.0, 1.1, 1.3, 1.4, 1.5, 1.6
- Writing: 1.0, 1.2, 1.5, 1.6, 2.5a, 2.5b

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