

Houston County Schools  
 Mapping and Pacing Guide  
 For Eighth Grade English  
 2011-2012

GRAMMAR GUIDE

LITERATURE GUIDE\*

WRITING GUIDE\*

	<u>ALCOS</u>	<u>SAT-10</u>		<u>ALCOS</u>	<u>SAT-10</u>		<u>ALCOS</u>	<u>SAT-10</u>
<b>Capitalization</b>	9	p. 183	Teachers are asked to use the literature book and reading list provided by Houston County Board of Education to determine which works will be read; however, the following elements need to be taught and will be assessed at the end of the semester.			Students will compose throughout the year.		
<ul style="list-style-type: none"> <li>Sentences, quotations, and salutations</li> <li>Names and titles of persons</li> <li>Names of places</li> <li>Proper nouns and adjectives</li> </ul>						During the year, teachers Are asked to follow this Progression:	8, 9, 10, 11, 12	p. 183
<b>Punctuation</b>	9	p. 183	<b>Short Stories</b>	1, 2, 4, 6	pp. 179-180	Students will use appropriate prewriting/graphic organizers.		
Periods and other endmarks Commas <ul style="list-style-type: none"> <li>Items in a series</li> <li>Appositives</li> <li>Non-essential clauses</li> <li>Introductory phrases and clauses</li> <li>Use with conjunctions in compound sentences</li> <li>Nouns of direct address</li> <li>Titles, addresses, and dates</li> <li>Use with quotations</li> </ul> Semicolons <ul style="list-style-type: none"> <li>Use with compound sentences</li> <li>Use with conjunctive adverbs</li> </ul> Colons <ul style="list-style-type: none"> <li>Use to introduce a list of items ending a sentence</li> </ul> Quotation Marks <ul style="list-style-type: none"> <li>Direct quotations</li> <li>Usage with titles</li> <li>Quotation marks vs. italics</li> </ul> Apostrophes <ul style="list-style-type: none"> <li>Possessives</li> <li>Plurals of letters, figures, and words</li> <li>Contractions</li> <li>Missing numbers in dates</li> </ul>			Elements of a short story <ul style="list-style-type: none"> <li>Exposition/hook</li> <li>Complications</li> <li>Climax</li> <li>Resolution</li> </ul> Plot elements <ul style="list-style-type: none"> <li>Exposition/hook</li> <li>Setting</li> <li>Point of view (omniscient, third-person limited, first-person)</li> <li>Conflict (internal vs. external)</li> <li>Rising action</li> <li>Climax</li> <li>Falling action</li> <li>Resolution</li> <li>Theme</li> <li>Tone</li> </ul> Literary elements <ul style="list-style-type: none"> <li>Character (dynamic vs. static, flat vs. round)</li> <li>Characterization (direct vs. indirect)</li> <li>Protagonist vs. antagonist</li> <li>Foreshadowing</li> <li>Suspense</li> <li>Plot</li> <li>Plot twist</li> <li>Flashback</li> </ul>			Students will compose in these modes using the following elements when appropriate:		p. 183
(cont.)			(cont.)			<ul style="list-style-type: none"> <li>Attention grabber/hook</li> <li>Thesis sentence (topic sentence)</li> <li>Supporting details and Elaboration/examples</li> <li>Conclusion/closing sentence</li> <li>Transitional words/phrases</li> <li>Figurative language</li> <li>Varied sentence structure</li> </ul>		

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<p>Hyphens</p> <ul style="list-style-type: none"><li>• Word divisions</li><li>• Compound numbers and nouns</li><li>• Fractions as modifiers</li><li>• Compound modifiers</li><li>• Prefixes all-, ex-, and self-</li></ul> <p>Dashes</p> <p>Parentheses</p> <p><b>Nouns</b>                      10, 11, 12                      p. 183</p> <ul style="list-style-type: none"><li>• Common</li><li>• Proper (capitalization)</li><li>• Concrete vs, abstract</li><li>• Possessive vs. contraction</li><li>• Plural/singular</li><li>• Collective</li><li>• Appositives</li></ul> <p><b>Verbs I</b>                      10, 11, 12                      p. 183</p> <ul style="list-style-type: none"><li>• Helping</li><li>• Linking</li><li>• Action</li><li>• Transitive/Intransitive</li><li>• Completers Including<ul style="list-style-type: none"><li>Direct objects</li><li>Indirect objects</li></ul></li><li>Predicate nouns</li><li>Predicate adjectives</li></ul>	<ul style="list-style-type: none"><li>• Narrator</li><li>• Mood</li><li>• Atmosphere</li><li>• Complications</li><li>• Climax</li><li>• Resolution</li><li>• Denouement vs. catastrophe</li><li>• Symbol</li><li>• Irony (verbal, situational, dramatic)</li><li>• Crisis</li></ul> <p><b>**Continue with these terms throughout the year.</b></p>	
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<b>Verbs II</b>	10, 11, 12	p. 183	<b>Short Stories, con't.</b>	1, 2, 4, 6	pp. 179-180	<b>Research Component</b>	13	p. 179, 180
<ul style="list-style-type: none"> <li>Verb tenses including Base forms (past, present, and future)</li> <li>Perfect forms (present, past, and future)</li> <li>Progressive forms (present and past)</li> <li>Active vs. Passive</li> <li>Irregular verbs</li> </ul>			<b>Novel (teacher's choice From reading list)</b>	1, 2, 4, 6	pp. 179-180	<b>In connection with <u>The Diary of Anne Frank</u></b>		183
<b>Pronouns</b>		p. 183	<b><u>The Diary of Anne Frank</u></b>	1, 2, 4, 5	pp. 179-180	<b>Using the research process:</b>		
<ul style="list-style-type: none"> <li>Nominative</li> <li>Objective</li> <li>Possessive</li> <li>Antecedents</li> <li>Interrogative</li> <li>Demonstrative</li> <li>Indefinite used as subject</li> </ul>			<b>Dramatic literary elements</b>			<ul style="list-style-type: none"> <li>Note taking and summarization</li> <li>Outlining</li> <li>Rough drafting</li> <li>Editing</li> <li>Paraphrasing and documenting of sources</li> <li>Final drafting</li> <li>Compiling a works cited page</li> </ul>		
<b>Prepositions</b>	10	p. 183	<ul style="list-style-type: none"> <li>Exposition/hook</li> <li>Conflict</li> <li>Complications</li> <li>Climax</li> <li>Resolution</li> <li>Acts vs. scenes</li> <li>Playwright</li> <li>Screenplay/teleplay</li> <li>Dialogue</li> <li>Flashback</li> <li>Irony</li> </ul>			<b>Students will compose a thank-you note and address its envelope.</b>	9, 10, 11, 12	p. 183
<b>Conjunctions</b>	10, 11, 12	p. 183						
<ul style="list-style-type: none"> <li>Coordinating</li> <li>Correlative</li> <li>Conjunctive adverbs</li> </ul>								
<b>Interjections</b>		p. 183						



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<b>Parts of a Sentence</b>	10, 11, 12	p. 183	<b>Poetry</b>	3, 5, 6		Students will compose a business letter and address its envelope.	7, 9, 10, 11, 12	p. 183
<ul style="list-style-type: none"> <li>Identify subjects and verbs</li> <li>Natural and inverted Ordered sentences</li> <li>Identify and correct Fragments and run-on's</li> </ul>			Types of poetry-Identify and characterize					
			<ul style="list-style-type: none"> <li>Narrative poetry</li> <li>Ballads</li> <li>Epics</li> <li>Limericks</li> <li>Lyric poetry</li> <li>Haiku</li> <li>Sonnets</li> <li>Odes</li> </ul>					
<b>Types of Sentences</b>	9, 10, 11, 12	p. 183	Devices of Sound					
<ul style="list-style-type: none"> <li>Simple</li> <li>Compound</li> <li>Complex</li> </ul>			<ul style="list-style-type: none"> <li>Rhyme</li> <li>Internal vs. external Rhyme</li> <li>Approximate/False rhyme</li> <li>Couplets</li> <li>Rhyme scheme</li> <li>Meter</li> <li>Free verse</li> <li>Alliteration</li> <li>Assonance</li> <li>Consonance</li> <li>Onomatopoeia</li> </ul>					
<b>Verbals</b>	10	p. 183	Devices of Sense (Imagery)					
<ul style="list-style-type: none"> <li>Participles</li> <li>Gerunds</li> <li>Infinitives</li> </ul>			<ul style="list-style-type: none"> <li>Hyperbole</li> <li>Metaphor</li> <li>Simile</li> <li>Personification</li> <li>Symbol</li> </ul>					
						*Please note that vocabulary skills will be taught throughout the year.		