

# Standards Plus® - 8<sup>th</sup> Grade Language Arts

## *LOST LEARNING RECOVERY / INTERVENTION PACING GUIDE*

This Pacing Guide shows the direct alignment between  
*Standards Plus lessons* and *Standards Plus Intervention lessons*.

Combine your *Standards Plus lessons* and your *Standards Plus Intervention lessons*  
to recover lost learning or provide intervention.

### POSSIBLE IMPLEMENTATION OPTIONS

#### Teach Intervention lessons:

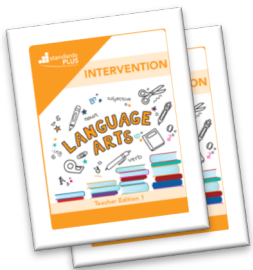
**OPTION 1:** Prior to teaching grade level lessons, to prepare students for grade level content.

**OPTION 2:** After teaching grade level content to fill in the gaps for students who need additional instruction to master the standard.

*The Intervention lessons are in your digital platform and are projectable or printable.*

**OR**

*Printed Intervention Teacher and Student Editions are also available for purchase.  
Contact us at 1-877-505-9152 or [office@standardsplus.org](mailto:office@standardsplus.org) for more information.*



# 8<sup>th</sup> GRADE LANGUAGE ARTS - GRADE LEVEL SKILLS

## Standards Plus<sup>®</sup> Year Long Materials

Reading Literature



# SUPPORTING SKILLS THAT BUILD UP TO GRADE LEVEL

## Standards Plus<sup>®</sup> Intervention

Reading Literature

Lesson	Focus	Standard(s)
1	Text Evidence	RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2	Text Evidence	
3	Text Evidence	
4	Text Evidence	
A1	Assessment – Text Evidence	
5	Plot and Character	RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
6	Plot and Character	
7	Point of View	RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
8	Point of View	
A2	Assessment – Plot, Character, Point of View	RL.8.3, RL.8.6
9	Word Meanings	RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
10	Word Meanings	
11	Summary	RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
12	Summary	
A3	Assessment – Word Meaning and Summary	RL.8.2, RL.8.4

Lesson	Focus	Standard(s) References
1	Elements of Literature	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Elements of Literature	
3	Elements of Literature	
4	Elements of Literature	
5	Elements of Literature	
6	Elements of Literature	
7	Elements of Literature	
8	Conveying Theme	
9	Elements of Literature	
10	Elements of Literature	
11	Elements of Literature	
12	Elements of Literature	
13	Objective Summary	
P1	Performance Task #1 – Comparing Texts <b>(RL.8.1, RL.8.2, RL.8.3, RL.8.4)</b>	
Post 1	Post-Assessment-Understanding Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4



G8 Reading Literature  
Reteach Set 1 Teacher  
RL.8.1, RL.8.2, RL.8.3,  
RL.8.4 ...

**Standards:** RL.8.4, RL.8.2,  
RL.8.3, RL.8.1

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Reading Literature



**SUPPORTING SKILLS THAT  
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Standards Plus® Intervention  
Reading Literature

Lesson	Focus	Standard(s)
<b>13</b>	Theme	RL.8.2
<b>14</b>	Theme	
<b>15</b>	Theme	
<b>16</b>	Plot/Character	RL.8.3
<b>A4</b>	Assessment – Theme, Plot, Character	RL.8.2, RL.8.3
<b>17</b>	Plot and Character	RL.8.3
<b>18</b>	Theme	RL.8.2
<b>19</b>	Theme	
<b>20</b>	Theme	
<b>A5</b>	Assessment – Theme, Plot, Character	RL.8.2, RL.8.3
<b>Reading Literature Performance Lesson 1 – Elements of Literature</b>		

Lesson	Focus	Standard(s) References
<b>1</b>	Elements of Literature	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>2</b>	Elements of Literature	
<b>3</b>	Elements of Literature	
<b>4</b>	Elements of Literature	
<b>5</b>	Elements of Literature	
<b>6</b>	Elements of Literature	
<b>7</b>	Elements of Literature	
<b>8</b>	Conveying Theme	
<b>9</b>	Elements of Literature	
<b>10</b>	Elements of Literature	
<b>11</b>	Elements of Literature	
<b>12</b>	Elements of Literature	
<b>13</b>	Objective Summary	
<b>P1</b>	Performance Task #1 – Comparing Texts ( <b>RL.8.1, RL.8.2, RL.8.3, RL.8.4</b> )	
<b>Post 1</b>	Post-Assessment-Understanding Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4



G8 Reading Literature  
Reteach Set 1 Teacher  
RL.8.1, RL.8.2, RL.8.3,  
RL.8.4 ...

**Standards:** RL.8.4, RL.8.2,  
RL.8.3, RL.8.1

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Reading Literature



**SUPPORTING SKILLS THAT  
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Reading Literature

Lesson	Focus	Standard(s)
<b>Text for Lessons 21-28, Assessments 6-7 – Annabel Lee</b>		
<b>21</b>	Text Evidence	RL.8.1
<b>22</b>	Word Meaning in Text	RL.8.4
<b>23</b>	Text Evidence	RL.8.1
<b>24</b>	Word Meaning in Text	RL.8.4
<b>A6</b>	Assessment – Text Evidence and Word Meaning	RL.8.1, RL.8.4
<b>Text for Lessons 25-28, Assessment 7 – Perfect Woman</b>		
<b>25</b>	Poem Structure and Meaning	RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
<b>26</b>	Poem Structure and Meaning	
<b>27</b>	Poem Structure and Meaning	
<b>28</b>	Poem Structure and Meaning	
<b>A7</b>	Assessment – Poem Structure and Meaning	
Reading Literature Performance Lesson 2 – Poetry Study		

Lesson	Focus	Standard(s) References
<b>1</b>	Elements of Literature	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
<b>2</b>	Elements of Literature	
<b>3</b>	Elements of Literature	
<b>4</b>	Elements of Literature	
<b>5</b>	Elements of Literature	
<b>6</b>	Elements of Literature	
<b>7</b>	Elements of Literature	
<b>8</b>	Conveying Theme	
<b>9</b>	Elements of Literature	
<b>10</b>	Elements of Literature	
<b>11</b>	Elements of Literature	
<b>12</b>	Elements of Literature	
<b>13</b>	Objective Summary	
<b>P1</b>	Performance Task #1 – Comparing Texts <b>(RL.8.1, RL.8.2, RL.8.3, RL.8.4)</b>	
<b>Post 1</b>	Post-Assessment-Understanding Literature	RL.8.1, RL.8.2, RL.8.3, RL.8.4



G8 Reading Literature Reteach Set 1 Teacher  
RL.8.1, RL.8.2, RL.8.3, RL.8.4 ...

**Standards:** RL.8.4, RL.8.2, RL.8.3, RL.8.1

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Writing



**SUPPORTING SKILLS THAT  
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Writing

Lesson	Focus	Standard(s)
1	Make a Plan from a Prompt	W.8.1: Write arguments to support claims with clear reasons and relevant evidence.
2	Writing an Introduction	W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
3	Support with Logic and Evidence	W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
4	Support with Logic and Evidence	
A1	Assessment – Argument Self Assessment	W.8.1, W.8.1a, W.8.1b
5	Writing Conclusions	W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.
6	Clarifying Claims and Counterclaims	W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
7	Establish and Maintain Formal Style	W.8.1d: Establish and maintain a formal style.
8	Clarifying and Establishing an Essay	W.8.1, W.8.1c, W.8.1d
A2	Assessment – Self-Check and Peer Review	W.8.1, W.8.1c, W.8.1d, W.8.1e
Writing Performance Lesson 1 – Internet Use		

Lesson	Focus	Standard(s) References
1	Topic Sentences	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Supporting Details	
3	Conclusions	
4	Topic Sentences	
5	Supporting Details	
6	Conclusions	
P2	Performance Task #2 – <i>The Right Person for the Job</i> (W.8.2, W.8.4, W.8.5)	
Post 2	Post-Assessment-Forming a Paragraph	W.8.1, W.8.2, W.8.3, W.8.4



G8 Writing Reteach Set 1  
Teacher W.8.1, W.8.2,  
W.8.3, W.8.4

**Standards:** W.8.1, W.8.2,  
W.8.3, W.8.4

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Writing



**SUPPORTING SKILLS THAT  
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Writing

Lesson	Focus	Standard(s)
9	Study a Prompt and Make an Essay Plan	W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
10	Writing Introductions Clearly	W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
11	Developing the Topic	W.8.2b: Develop the topic with relevant, well--- chosen facts, definitions, concrete details, quotations, or other information and examples.
12	Developing the Topic	
A3	Assessment – Informative-Explanatory Self-Assessment	W.8.2, W.8.2a, W.8.2b
13	Using Appropriate Transitions	W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
14	Writing a Conclusion	W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
15	Explaining a Topic	W.8.2d: Use precise language and domain--- specific vocabulary to inform about or explain the topic. W.8.2e: Establish and maintain a formal style.
16	Revising to Explain the Topic	
A4	Assessment – Informative/Explanatory Self-Check and Peer Review	W.8.2c, W.8.2d, W.8.2e, W.8.2f
Writing Performance Lesson 2 – Supernatural Powers		

Lesson	Focus	Standard(s) References	
7	Sequence of Events	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	
8	Sequence of Events		
9	Revising to Improve Coherence/Progression		
10	Revising to Improve Coherence/Progression		
11	Revising to Improve Coherence/Progression		
12	Revising to Improve Word Choice		
13	Revising to Include Transitions		
14	Revising to Improve Organization		
15	Revising to Improve Organization		
P3	Performance Task #3 – Scoring Writing with a Rubric (W.8.1-W.8.4)		
Post 3	Post-Assessment-Revising Writing		W.8.1, W.8.2, W.8.3, W.8.4



G8 Writing Reteach Set 2  
Teacher W.8.1, W.8.2,  
W.8.3, W.8.4

**Standards:** W.8.1, W.8.2,  
W.8.3, W.8.4

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Writing



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Writing

Lesson	Focus	Standard(s)
<b>17</b>	Study a Prompt and Make a Plan	W.8.3
<b>18</b>	Drafting an Introduction	W.8.3, W.8.3a
<b>19</b>	Writing with Well-Structured Sequencing	W.8.3b
<b>20</b>	Using Dialogue to Develop Stories	
<b>A5</b>	Assessment – Narrative Self-Assessment	W.8.3, W.8.3a, W.8.3b
<b>21</b>	Pacing and Description to Develop Events	W.8.3b
<b>22</b>	Writing a Conclusion	W.8.3e
<b>23</b>	Conveying Sequences	W.8.3c
<b>24</b>	Conveying Events	W.8.3d
<b>A6</b>	Assessment –Self-Check and Peer Review	W.8.3, W.8.3b, W.8.3c, W.8.3d, W.8.3e
<b>Writing Performance Lesson 3 – Fairy Tale Villains</b>		

Lesson	Focus	Standard(s) References	
<b>7</b>	Sequence of Events	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	
<b>8</b>	Sequence of Events		
<b>9</b>	Revising to Improve Coherence/Progression		
<b>10</b>	Revising to Improve Coherence/Progression		
<b>11</b>	Revising to Improve Coherence/Progression		
<b>12</b>	Revising to Improve Word Choice		
<b>13</b>	Revising to Include Transitions		
<b>14</b>	Revising to Improve Organization		
<b>15</b>	Revising to Improve Organization		
<b>P3</b>	<b>Performance Task #3 – Scoring Writing with a Rubric (W.8.1-W.8.4)</b>		
<b>Post 3</b>	Post-Assessment-Revising Writing		W.8.1, W.8.2, W.8.3, W.8.4



G8 Writing Reteach Set 2  
Teacher W.8.1, W.8.2,  
W.8.3, W.8.4

**Standards:** W.8.1, W.8.2,  
W.8.3, W.8.4

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Standards Plus® Year Long Materials  
Reading Informational Text



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
Standards Plus® Intervention  
Reading Informational Text

Lesson	Focus	Standard(s)
1	Textual Evidence	RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2	Textual Evidence	
3	Textual Evidence	
4	Textual Evidence	
A1	Assessment – Textual Evidence	
5	Central Idea	RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
6	Central Idea	
7	Summary	
8	Summary	
A2	Assessment – Central Idea and Objective Summary	
<b>Text for Lessons 12,13, 17 and Assessment 3: Susan B. Anthony Speech</b>		
9	Text Structure: Paragraph	RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
10	Text Structure: Paragraph	
11	Text Structure: Paragraph	
12	Text Structure: Paragraph	
A3	Assessment – Text Structure: Paragraph	
Reading Informational Text Performance Lesson 1 – Theodore Roosevelt and the Natural World		

Lesson	Focus	Standard(s) References
1	Conveying the Central Idea	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Text Evidence & Supporting Details	
3	Text Evidence & Supporting Details	
4	Text Evidence & Supporting Details	
5	Word Choice & Structure	
6	Word Choice & Structure	
7	Word Choice & Structure	
8	Objective Summary	
9	Analyzing an Argument	
10	Evidence, Details, Word Choice, & Structure	
11	Evidence, Details, Word Choice, & Structure	
12	Objective Summary	
P4	Performance Task #4 – Writing Questions about Text (RI.8.1-8.2, RI.8.4-8.5)	
Post-4	Post-Assessment- Understanding Text	RI.8.1, RI.8.2, RI.8.4, RI.8.5



G8 Reading Informational Text Reteach Set 1  
Teacher RI.8.1, RI.8.2, RI.8.4, RI.8.5 ...

**Standards:** RI.8.2, RI.8.4, RI.8.1, RI.8.5

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Reading Informational Text



**SUPPORTING SKILLS THAT  
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Reading Informational Text

Lesson	Focus	Standard(s)
13	Trace and Evaluate Arguments	RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
14	Trace and Evaluate Arguments	
15	Trace and Evaluate Arguments	
16	Trace and Evaluate Arguments	
A4	Assessment – Trace and Evaluate Arguments	
17	Author's Purpose and Point of View	
18	Author's Purpose and Point of View	
19	Author's Purpose and Point of View	
20	Author's Purpose and Point of View	
A5	Assessment – Author's Purpose and Point of View	
21	Connections	RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
22	Connections	
23	Distinctions	
24	Distinctions	
A6	Assessment – Connections and Distinctions	

Lesson	Focus	Standard(s) References
13	Central Ideas, Details, Purpose	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
14	Central Ideas, Details, Purpose	
15	Central Ideas, Details, Purpose	
16	Central Ideas, Details, Purpose	
17	Central Ideas, Details, Purpose	
18	Central Ideas, Details, Purpose	
19	Central Ideas, Details, Purpose	
P5	Performance Task #5 – Movie Theater Schedule <b>(RI.8.1-RI.8.2, RI.8.5-RI.8.6)</b>	
Post 5	Post-Assessment-Analyzing Documents	



G8 Reading Informational  
Text Reteach Set 2  
Teacher RI.8.1, RI.8.2,  
RI.8.5, RI.8 ...

**Standards:** RI.8.2, RI.8.1,  
RI.8.6, RI.8.5

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Reading Informational Text



**SUPPORTING SKILLS THAT  
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Reading Informational Text

Lesson	Focus	Standard(s)
<b>25</b>	Word Meaning	RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>26</b>	Word Choice and Tone	
<b>27</b>	Word Choice and Tone	
<b>28</b>	Allusions	
<b>A7</b>	Assessment – Word Choice, Meaning, Tone, Allusions	
Reading Informational Text Performance Lesson 2 – The Square Deal		

Lesson	Focus	Standard(s) References	
<b>13</b>	Central Ideas, Details, Purpose	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>	
<b>14</b>	Central Ideas, Details, Purpose		
<b>15</b>	Central Ideas, Details, Purpose		
<b>16</b>	Central Ideas, Details, Purpose		
<b>17</b>	Central Ideas, Details, Purpose		
<b>18</b>	Central Ideas, Details, Purpose		
<b>19</b>	Central Ideas, Details, Purpose		
<b>P5</b>	Performance Task #5 – Movie Theater Schedule <b>(RI.8.1-RI.8.2, RI.8.5-RI.8.6)</b>		
<b>Post 5</b>	Post-Assessment-Analyzing Documents		RI.8.1, RI.8.2, RI.8.5, RI.8.6



G8 Reading Informational  
Text Reteach Set 2  
Teacher RI.8.1, RI.8.2,  
RI.8.5, RI.8 ...

**Standards:** RI.8.2, RI.8.1,  
RI.8.6, RI.8.5

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Standards Plus<sup>®</sup> Year Long Materials  
Capitalization



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
**Standards Plus<sup>®</sup> Intervention**  
Capitalization

Lesson	Focus	Standard(s)
1	Titles	L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
2	Names of Organizations	
3	Abbreviations, People's Titles	
4	Quotations	
A1	Assessment – Proper Nouns and Quotations	

Lesson	Focus	Standard(s) References
1	Capitalization Rules	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Proper Nouns	
3	Proper Nouns	
4	Proper Nouns and Adjectives	
5	Quotations	
6	In Letters	
P5	Performance Task #5 – <i>Dear Mr. Dougal (L.8.2)</i>	
Post 5	Post-Assessment-Capitalization Rules	L.8.2



G8 Capitalization Reteach  
Set 1 Teacher L.8.2

Standards: L.8.2

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Standards Plus<sup>®</sup> Year Long Materials  
Punctuation



**SUPPORTING SKILLS THAT  
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Standards Plus<sup>®</sup> Intervention  
Punctuation

Lesson	Focus	Standard(s)
1	Commas to Indicate a Pause/Break	L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
2	Commas to Indicate a Pause/Break	
3	Ellipsis to Indicate Pause/Break/Omissions	L.8.2a, L.8.2b: Use an ellipsis to indicate an omission.
4	Dashes to Indicate a Pause/Break	L.8.2a
A1	Assessment – Identifying Correct Punctuation	
5	Using Apostrophes	
6	Using Apostrophes	L.8.2
7	Using Colons	
8	Using Semicolons	
A2	Assessment – Sentence Assessment	
Punctuation Performance Lesson – Writing Letters		

Lesson	Focus	Standard(s) References
1	Commas	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Commas	
3	Quotation Marks	
4	Quotation Marks	
5	Colon	
6	Semicolon	
P6	Performance Task #6 – Why Is that So? ( <b>L.8.2, L.8.2a</b> )	
Post 6	Post-Assessment-Punctuation Rules	L.8.2, L.8.2a



G8 Punctuation Reteach  
Set 1 Teacher L.8.2, L.8.2a

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Standards: L.8.2, L.8.2a

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Spelling



**SUPPORTING SKILLS THAT  
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Standards Plus® Intervention  
Spelling

Lesson	Focus	Standard(s)
1	Ending Rules	L.8.2c: Spell Correctly.
2	Ending Rules	
3	Homophones	
4	Commonly Misspelled Words	
A1	Assessment – Using Correct Spelling	
5	Spelling Plural Nouns	L.8.2c
6	Adding Inflectional Endings	
7	Inflectional Endings for Words Ending in y	
8	Spelling Possessive Nouns	
A2	Assessment – Using Correct Spelling	

Lesson	Focus	Standard(s) References
1	Homophones	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Homophones	
3	Plural Nouns	
4	Plural Nouns	
5	Inflectional Endings	
6	Inflectional Endings	
7	Frequently Misspelled Words	
8	Frequently Misspelled Words	
9	Frequently Misspelled Words	
P7	Performance Task #7 – Homophone Pairs (L.8.2, L.8.2c)	
Post 7	Post-Assessment-Spelling Rules	L.8.2, L.8.2c



G8 Spelling Reteach Set 1  
Teacher L.8.2, L.8.2c

Standards: L.8.2c, L.8.2

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**8<sup>th</sup> GRADE LANGUAGE ARTS -  
GRADE LEVEL SKILLS**  
Standards Plus<sup>®</sup> Year Long Materials  
Grammar & Usage



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
**Standards Plus<sup>®</sup> Intervention**  
Grammar & Usage

Lesson	Focus	Standard(s)
1	Gerunds	L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
2	Participles	
3	Infinitives	
4	Verbals – Gerunds, Participles, Infinitives	
A1	Assessment – Verbals	
<b>Grammar and Usage Performance Lesson 1 – Ashley’s Room</b>		
5	Indicative and Interrogative Mood	L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
6	Imperative Mood	
7	Conditional Mood	
8	Subjunctive Mood	
A2	Assessment – Verb Mood	
9	Shifts in Mood	L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.
10	Active and Passive Voice	L.8.1b: Form and use verbs in the active and passive voice.
11	Active and Passive Voice	
12	Shifts in Verb Voice	L.8.1d
A3	Assessment – Verb Voice and Mood	L.8.1b, L.8.1d
<b>Grammar and Usage Performance Lesson 2 – Verb Mood and Verb Voice</b>		

Lesson	Focus	Standard(s) References
1	Nouns	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Pronouns	
3	Adjectives	
4	Adverbs	
5	Prepositions	
6	Infinitives	
7	Participles	
8	Verbs	
9	Subject-Verb Agreement	
10	Subject-Verb Agreement	
P8	<b>Performance Task #8 – What Do They Modify? (L.8.1)</b>	
Post 8	Post-Assessment-Building Sentences	L.8.1, L.8.1a-d



G8 Grammar and Usage  
Reteach Set 1 Teacher  
L.8.1, L.8.1a-d

**Standards:** L.8.1b, L.8.1d,  
L.8.1a, L.8.1c, L.8.1

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Vocabulary Acquisition and Use



**SUPPORTING SKILLS THAT  
BUILD UP TO GRADE LEVEL**  
**Standards Plus® Intervention**  
Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)
1	Context Clues	L.8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2	Multiple Meanings and Context	
3	Multiple Meanings and Context	
4	Multiple Meanings and Context	
A1	Assessment –Words in Context	
5	Greek and Latin Roots	L.8.4b: Use common, grade--- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
6	Greek and Latin Roots	
7	Greek Suffixes	
8	Greek Suffixes	
A2	Assessment – Greek and Latin Roots	
Vocabulary Acquisition and Use Performance Lesson 1 – Using Roots and Context		

Lesson	Focus	Standard(s) References
1	Multiple Meaning Words	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
2	Multiple Meaning Words	
3	Shades of Meaning	
4	Shades of Meaning	
5	Analogies	
6	Metaphors	
7	Simile	
8	Idioms	
9	Idioms	
10	Greek and Latin Roots	
11	Greek and Latin Roots	
P9	Performance Task #9 – Figures of Speech ( <b>L.8.5, L.8.5a-c</b> )	
Post 9	Post-Assessment--Word Meanings	L.8.4, L.8.4a-b, L.8.5, L.8.5a-c



G8 Vocabulary Acquisition and Use Reteach Set 1 Teacher L.8.4, L.8.4a-b, L.8.5, ...

Standards: L.8.4, L.8.4a, L.8.4b, L.8.5c, L.8.5a, L ...

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)
9	Figurative Language	L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.
10	Figurative Language	
11	Figurative Language	
12	Figurative Language	
A3	Assessment – Figurative Language	
13	Word Relationships – Analogies	L.8.5b: Use the relationship between particular words to better understand both words.
14	Word Relationships – Analogies	
15	Word Relationships – Analogies	
16	Word Relationships – Analogies	
A4	Assessment – Word Relationships – Analogies	
17	Connotation/Denotation	L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
18	Connotation/Denotation	
19	Connotation/Denotation	
20	Connotation/Denotation	
A5	Assessment – Connotation/Denotation	
Vocabulary Acquisition and Use Performance Lesson 2 – What Does It Mean?		

Lesson	Focus	Standard(s) References
12	Context Clues	<i>Prerequisite skills and scaffolded instruction to build readiness for grade level standards and instruction.</i>
13	Context Clues	
14	Context Clues	
15	Clarifying Word Meanings	
16	Clarifying Word Meanings	
17	Clarifying Word Meanings	
18	Clarifying Word Meanings	
19	Clarifying Word Meanings	
P10	Performance Task #10 – Demonstrating Meaning (L.8.4, L.8.4a, L.8.4c-d)	
Post 10	Post-Assessment-Clarifying Word Meanings	L.8.4, L.8.4a, L.8.4c-d



G8 Vocabulary Acquisition and Use Reteach Set 2  
Teacher L.8.4, L.8.4a, L.8.4c-d ...

**Standards:** L.8.4, L.8.4a, L.8.4c, L.8.4d

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