

VOCABULARY PACING GUIDE

This is how I've hit the vocabulary standards throughout the year. You can look at the skills embedded in your standards and arrange them as it works best for you! Don't forget to spiral in skills throughout the year when necessary.

Purposes for Teaching Vocabulary

1. Teach students strategies they can use to determine the meaning of unknown words in a text.
2. Teach students to appreciate words with figurative meanings, shades of meaning, and relationships to other words.
3. Help students to learn and use general academic words (Tier 2) for reading, writing, speaking, and listening.
4. Help students to learn and use domain-specific words (Tier 3) for reading, writing, speaking, and listening.
5. Guide students to gather vocabulary knowledge independently when they encounter an unknown word important to comprehension or expression.

I have also included other ELA units I teach each quarter so that you can see the overall flow of the curriculum.

Feel free to email me with any questions at readingandwritinghaven@gmail.com.

Melissa

[Make an editable copy of the pacing guide here.](#)

Quarter	PURPOSE	STANDARD	BLOG POST / RESOURCES
1	<p>Focus: Toolbox Building and Developing a Love for New Words</p> <p>Fill students' toolboxes by providing them with strategies to determine the meaning of unknown words</p> <ul style="list-style-type: none"> Context Clues Using Word Parts Using Reference Materials <p>Help students love learning new words...and watch it translate to reading and writing</p> <ul style="list-style-type: none"> Tier 2 Words Brain-Based, Differentiated Activities 	<p>CCSS.ELA-LITERACY.L.8.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Differentiated Vocabulary Activities:</p> <ul style="list-style-type: none"> Set 1 Set 2 <p>Toolbox Lessons and Practice:</p> <ul style="list-style-type: none"> Root Words Mini Unit Context Clues Mini Lessons Grocabulary - Subjects and Predicates <p>Tier 2 ELA Vocabulary:</p> <ul style="list-style-type: none"> Units 1-3 (whatever there is time for)

Reading Units:

- [Independent Reading](#) (apply strategies for determining unknown words in text to independent reading books)
- [Short Story and Informational Text Analysis](#) (Tier 3 words like plot, characterization, conflict)
- [Introduction to Reading Strategies](#) (Tier 3 words like analyze, synthesize, evaluate, infer)

Writing Units:

- [Email Etiquette](#)
- [Literary Analysis](#)

Grammar Units:

- [Parts of Speech](#)
- [Subjects and Predicates](#)
- [Fragments and Run-Ons](#)

Quarter	PURPOSE	STANDARD	BLOG POST / RESOURCES
2	<p>Focus: Understanding Figurative Language</p> <p>Help students analyze figurative language, mood and tone, connotation and denotation, and word choice when reading course texts.</p> <ul style="list-style-type: none"> Literature Poetry Short Stories Plays <p>Help students love learning new words...and watch it translate to reading and writing</p> <ul style="list-style-type: none"> Tier 2 Words Brain-Based, Differentiated Activities 	<p>CCSS.ELA-LITERACY.L.8.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.RL.8.4</p> <p>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.</p>	<p>Differentiated Vocabulary Activities:</p> <ul style="list-style-type: none"> Set 1 Set 2 <p>Impact on Mood and Tone:</p> <ul style="list-style-type: none"> Mood and Tone Analysis <p>Tier 2 ELA Vocabulary:</p> <ul style="list-style-type: none"> Units 1-3 <p>(pick up where we left off)</p>

Reading Units:

- [Independent Reading](#) (apply strategies for determining unknown words in text to independent reading books)
- [Poetry analysis](#) and/or [Shakespeare play](#) (Tier 3 words like figurative language and author's craft terms)

Writing Unit:

- [Informative Photo Essay](#) (students can be using vocabulary words they have learned so far this year)

Grammar Units:

- [Prepositional Phrases](#)
- [Verbals](#)
- [Sentence Types Unit](#) & [YA Lit Mentor Texts](#)

Quarter	PURPOSE	STANDARD	BLOG POST / RESOURCES
3	<p>Focus: Learning and Using New Words</p> <p>Help students learn test-prep and formal vocabulary that will help them with both reading and writing.</p> <p>Expand students' knowledge of word relationships.</p> <ul style="list-style-type: none"> • Categories • Analogies 	<p>CCSS.ELA-LITERACY.L.8.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Formal Vocabulary Word Choice Unit</p> <p>Tier 2 ELA Vocabulary Unit 4</p>

Reading Units:

- [Independent Reading](#) (apply strategies for determining unknown words in text to independent reading books)
- Reading and evaluating credibility of sources for research writing (Tier 3 words like primary, secondary, database, periodical, etc.)

Writing Unit:

- [Argumentative Writing](#) (students can be using vocabulary words they have learned so far this year)
- [MLA Direct Quotes](#)
- [Embedding Quotations](#)
- [Avoiding Plagiarism](#)

Grammar Units:

- [Comma Rules](#)
- [Types of Conjunctions](#)
- [Test Prep Grammar Games](#)

Quarter	PURPOSE	STANDARD	BLOG POST / RESOURCES
4	<p>Focus: Expanding Vocabulary Independently</p> <p>Help students demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension.</p> <ul style="list-style-type: none"> • Literature Circles • Book Clubs • Multi-Genre Projects <p>Spiral Review with Engaging Activities</p>	<p>CCSS.ELA-LITERACY.L.8.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Writing with Vocabulary Words</p> <p>Reader's Notebooks</p> <p>Vocabulary Bookmarks</p> <p>Analyzing Language with Picture Books</p>

Reading Units:

- [Independent Reading](#) (apply strategies for determining unknown words in text to independent reading books)

Writing Unit:

- [Descriptive Writing](#)
- [The Writing Games Review](#)
- Multi-Genre Project (students can be using vocabulary words and figurative language they have learned so far this year)

Grammar Units:

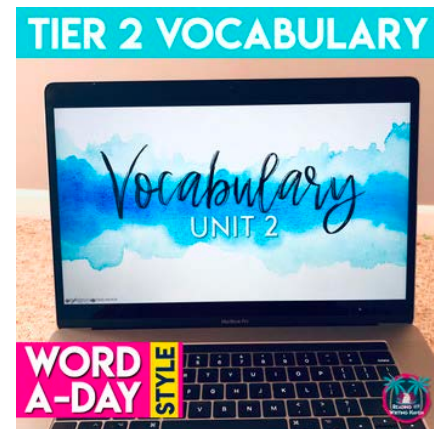
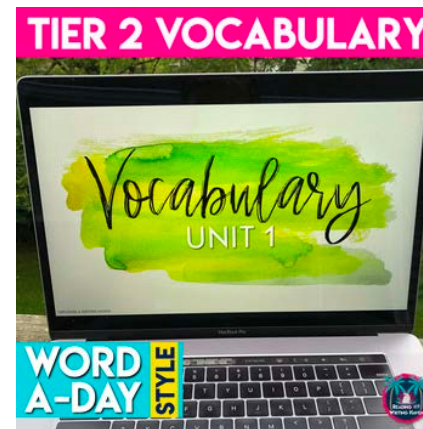
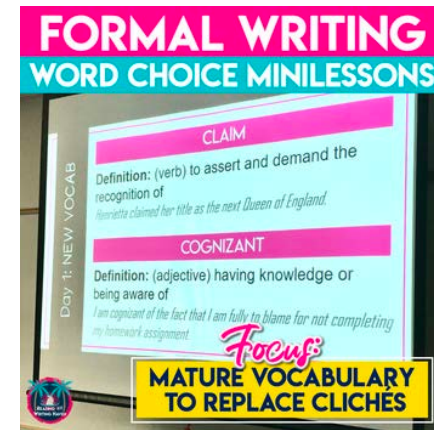
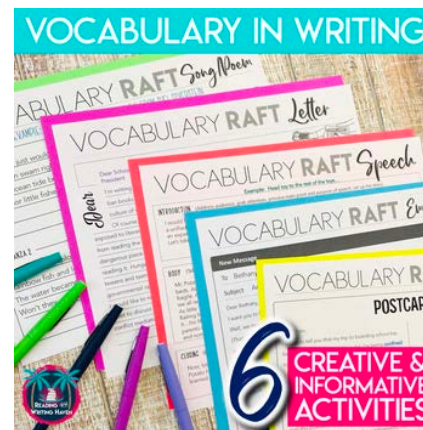
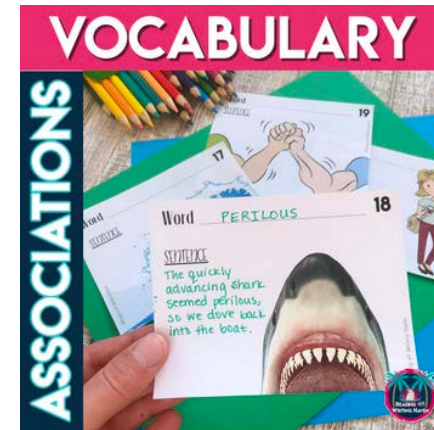
- [Dialogue Lesson](#)
- [Expanding Sentences](#)

ABOUT THE AUTHOR

Hi, I'm Melissa. I've taught middle and high school English for over 11 years and, recently, I became an instructional coach. I have degrees in English, Reading, and Curriculum and Instruction as well as a Middle School Endorsement and Reading Specialist certification. I'm the author of the blog readingandwritinghaven.com and have a TpT store by the same name. I love creating engaging and relevant resources that are meaningful for the twenty-first century learner.



VOCAB RESOURCES

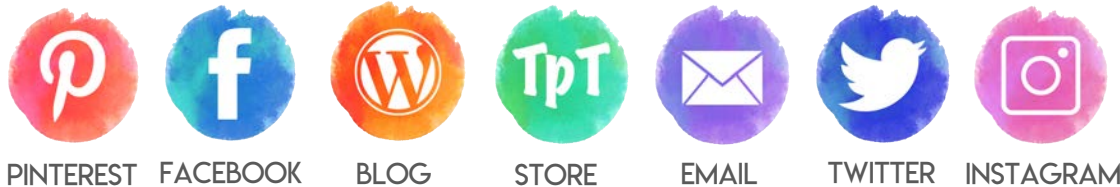


VOCAB BLOG POSTS

HOW TO TEACH *Vocabulary* A CREATIVE MANUAL



LET'S CONNECT



CLIPART:

