



## ***Common Core Support Coach, ELA Grade 8*** **Summer School Pacing Guide**

To the Teacher...

The lessons and activities chosen for this Pacing Guide are those that we recommend as areas of focus within the *Common Core Support Coach* ELA curriculum. It is designed for 18 days of instruction, so if your summer school program is shorter or longer, you can implement more or less of the options. Depending on whether you wish to gather more comparative data on student's pre- and post-program performance, or gather formative data during the program, you can rely on either the *Support Coach* Practice Tests or the Lesson Quizzes for assessment data.

The needs of each class are different, so incorporate the parts of the lessons (e.g. multiple reads) that you see working most effectively for your students.

Have a wonderful summer program!

**Common Core Support Coach, ELA Grade 8  
Summer School Pacing Guide  
(18 Days, 90-minute sessions)**

Day 1	Day 2	Day 3	Day 4
<p>Administer the <i>Support Coach</i> Practice Test 1 as pretest. (Note: you may wish to administer the test for 30 minutes on Day 1 and 30 minutes for Day 2. If so, use the remaining time to begin Lesson 1.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 2: Traditional Literature</b> (pp. 31-58) – Prepare the <b>First Read</b> with Practice the Skill on p. 32. Then have students read “The Turnip” with you, focusing on the <b>orange sidebars</b>. Have students complete p. 285. <b>Second Read</b> – Teach Practice the Skill on p. 33. Reread the story with students with a focus on the <b>green sidebars</b>. Discuss the skills visited to check for progress. Have students complete the top portion of p. 286. (75 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 2</b> – Review the skills learned and used during the first two reads. <b>Third Read</b> – Help students read for deeper meaning using the <b>blue sidebars</b>. Discuss as a class after reading. Have students complete the questions and discuss in pairs their thoughts and markings of the text. Then have students complete the rest of p. 286. (60 min.)</p> <p><b>Vocabulary</b> p. 39: Greek and Latin Roots (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 2</b> – Lead a <b>First Read</b> of “Thunderbird/The Power of Rain,” pp. 42-51. Start with Practice the Skill on p. 40. Have students read the story with you and complete p. 287. <b>Second Read</b> – Model Practice the Skill, then have students reread the selection and complete the second read chart on p. 288. <b>Third Read</b> – Students read the selection for critical thinking and complete p. 288. (75 min.)</p>

Day 5	Day 6	Day 7	Day 8
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 2</b> – Students discuss the two stories as a group and then respond to the texts as they compare a modern and traditional tale (pp. 50-51). Introduce the Read On Your Own selection: “The Three Wishes,” pp. 52-58. Students do multiple reads of the story independently, rereading for additional depth of meaning. Then have students complete pp. 57-58 (even-numbered questions). <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 49: Greek and Latin Affixes <i>(15 min.)</i></p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 2.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4: Poetry</b> (pp. 85-110) Prepare for a <b>First Read</b> of “The War God’s Horse Song,” “The Tyger,” and “Sea Fever.” Model Practice the Skill on p. 86. Then read the selections with students. Have them complete the chart on p. 293. <b>Second Read</b> – Start with Practice the Skill on p. 87. Reread the selections with students. Then have students complete the second read portion of p. 294. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 93: Synonyms and Word Choice <i>(15 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4</b> – Have students do the <b>Third Read</b> in small groups and complete p. 294. Discuss third read challenges and information with students. Review the skills and strategies used in the last week, and the purpose of close reading for unlocking deeper meaning in texts. <i>(60 min.)</i></p> <p><b>Vocabulary</b> p. 93: Using Word Relationships <i>(15 min.)</i></p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Lesson 4</b> – Prepare for a <b>First Read</b> of “Paul Revere’s Ride” and “Remember,” pp. 96-102. Model how to paraphrase (p. 94) and read the poems with students to apply the skill. Have students complete p. 295. <b>Second Read</b> – Begin with p. 95, then have students reread, completing the chart on p. 296 and responding to the <b>green sidebars</b> in pairs. <i>(55 min.)</i></p> <p><b>Fluency</b> (Fluency section located in back of Teacher’s Manual.) Work with one student at a time. Follow the same process for 3-4 students. <i>(20 min.)</i></p>

Day 9	Day 10	Day 11	Day 12
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 4</b> – Have students close with a <b>Third Read</b>, discussing the <b>blue sidebars</b> and completing the Respond to Text activity on pp. 104-105. Also have students complete p. 295. As they finish, have students begin independently reading two poems on pp. 106-108. Have students choose 3 questions of their choice to complete on the Comprehension Check. (55 min.)</p> <p><b>Fluency</b> Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. (20 min.)</p> <p><b>Vocabulary</b> p. 103: Figurative Language (20 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 4.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7: Scientific Texts</b> (pp. 163-190) <b>First Read</b> – “The Great Pacific Garbage Patch,” pp. 166-170. Lead Practice the Skill on p. 164. Read the selection together, then have students complete sidebar discussion and the first read section of p. 305. <b>Second Read</b> - Model lesson on evidence from text, p. 165. Assist students in rereading passage, completing sidebars, and the evidence chart on p. 306. (55 min.)</p> <p><b>Fluency</b> Work with one student at a time. Follow the same process for 3-4 students while others do the Vocabulary activity. (20 min.)</p> <p><b>Vocabulary</b> p. 171: Nuances in Academic Vocabulary (20 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7</b> – Students do a <b>Third Read</b> of the selection for critical thinking, discussing the sidebars and p. 305. <b>First Read</b> – “Tracking Forest Fires,” pp. 174-180. Models Practice the Skill on p. 172. Read with students, then have them complete p. 307. (60 min.)</p> <p><b>Vocabulary</b> p. 181: Using a Thesaurus (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7</b> <b>Second Read</b> – Model Practice the Skill to evaluate evidence in text. Reread together with students, then have them complete the chart on p. 308. <b>Third Read</b> – Have students read the passage and complete the Respond to Text activity on pp. 182-183 to evaluate evidence. Have them finish with p. 307. (75 min.)</p>

Day 13	Day 14	Day 15	Day 16
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 7</b> – Have students read “Toys in Space,” pp. 184-190. Remind them to utilize the strategies and skills learned thus far. Then have students discuss the sidebars and complete the Comprehension Check, discussing answers with a partner. In time remaining, have students finish any work not completed, or discuss skills learned this week. (60 min.)</p> <p><b>Vocabulary</b> p. 207: Word Relationships (15 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 7.</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9: Persuasive Nonfiction</b> (pp. 219-246) – For the <b>First Read</b>, model Practice the Skill on p. 220. Read “Newspapers vs. the Internet” with students, then have them complete the first section of p. 313. <b>Second Read</b> - Model the lesson on Evaluating Author’s Argument, p. 221. Reread with students as they complete the chart on p. 314. Finish by having them discuss and respond to the sidebars. (60 min.)</p> <p><b>Vocabulary</b> p. 227: Verbal Irony and Puns (15 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9</b> – Have students do a <b>Third Read</b> on the selection, completing the sidebars for critical thinking and p. 313. Begin the <b>First Read</b> process for “Fighting for Keiko,” pp. 230-239. Model Practice the Skill on p. 228. Then read with students and discuss the sidebars. Have them complete p. 315. <b>Second Read</b> – Model argument and counterargument on p. 229. Reread the passage with students and have them complete the chart on p. 316. (75 min.)</p>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. (15 min.)</p> <p><b>Close Reading</b> <b>Lesson 9</b> – Have students reread “Keiko” and complete Point of View, pp. 238-239. Then have students discuss critical thinking <b>blue sidebars</b> in pairs. Introduce students to the Read on Your Own selection: “Trolleys vs. Big Oil,” pp. 240-246. Students read multiple times for specific purposes, supported by the sidebars. Then have students complete pp. 245-246. (60 min.)</p> <p><b>Vocabulary</b> p. 237: Allusions and Analogies (15 min.)</p> <p><b>Assessment (optional)</b> Administer the quiz for Lesson 9.</p>

Day 17	Day 18
<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Practice Test 2</b> – Have students complete half of the Assessment. <i>(45 min.)</i></p> <p>Options:</p> <ul style="list-style-type: none"> <li>• Have students choose a passage in the book to read independently.</li> <li>• Have students write in their journal about one skill they've learned.</li> <li>• Have students in small groups select and practice a selection from the Drama lesson. If time allows, have each group present for the rest of the class. <i>(30 min.)</i></li> </ul>	<p><b>Teacher Read Aloud</b> Select and read a passage from a lesson not covered in this Guide. Pose questions about the passage for students to discuss. <i>(15 min.)</i></p> <p><b>Close Reading</b> <b>Practice Test 2</b> – Have students complete the remainder of the Assessment. <i>(45 min.)</i></p> <p>Options:</p> <ul style="list-style-type: none"> <li>• Have students choose a passage in the book to read independently.</li> <li>• Have students write in their journal about one skill they've learned.</li> <li>• Have students in small groups select and practice a selection from the Drama lesson. If time allows, have each group present for the rest of the class. <i>(30 min.)</i></li> </ul>