

Grade 8 ELA Pacing Guide 2019-2020

Quarter 1 Focus Standards

<p>Unit: Culture and Belonging</p> <p><i>HMH Collection 1</i></p>	<p>Reading: <i>Literature-</i> LAFS.8.RL.1.3 LAFS.8.RL.2.4 LAFS.8.RL.3.9</p> <p><i>Informational-</i> LAFS.8.RI.1.2 LAFS.8.RI.2.4 LAFS.8.RI.3.7</p> <p>Writing: <i>informative/explanatory</i> LAFS.8.W.1.2 LAFS.8.W.2.4 LAFS.8.W.2.6</p>	<p style="text-align: center;">*** Please Remember ***</p> <ul style="list-style-type: none"> ○ Focus standards are just one part of a lesson. You may have to incorporate additional standards around the teaching of a focus standard in order to achieve mastery of the focus standard. ○ Reading standards 1 and 10 should be incorporated in every lesson. ○ The language standards should be naturally incorporated into writing lessons.
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Concepts (Verbs)	Skills (Nouns)	Assessment Limits
<p>LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.</p>		
<ul style="list-style-type: none"> • Analyze • Analyze • Analyze 	<ul style="list-style-type: none"> • how dialogue or incidents propel action • how dialogue or incidents reveal aspects of a character • how dialogue or incidents provoke a decision 	<p>Items should focus on specific dialogue or actions that contribute significantly to plot or character development rather than general and overarching questions about a character or plot point. Items may ask the student to identify specific dialogue or actions in the text.</p>
<p>LAFS.8.RL.2.4: 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.</p>		
<ul style="list-style-type: none"> • Determine • Determine • Analyze • Analyze • Analyze • Analyze 	<ul style="list-style-type: none"> • meaning of words and phrases as they are used in a text • figurative and connotative meanings • impact of specific word choices on meaning • impact of specific word choices on tone • impact of analogies • impact of allusions to other texts 	<p>Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions.</p>
<p>LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>		
<ul style="list-style-type: none"> • Analyze • Describe 	<ul style="list-style-type: none"> • how modern fiction draws on themes, pattern of events, or character types from myths, traditional stories, or religious works 	<p>Items should focus primarily on the modern passage, not on the older text. When focusing on the older text, items should hone in on the connection between the two texts (rather than the older text itself) and pertain to matters of theme, pattern, events, or archetypes, rather than the overall meaning or non-essential information found in the older text.</p>

	<ul style="list-style-type: none"> • how the material is rendered new 	
LAFS.8.RI.1.2: 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.		
<ul style="list-style-type: none"> • Determine • Analyze • Analyze • Provide 	<ul style="list-style-type: none"> • central idea of a text • development of central idea over the course of the text • relationship of central idea to supporting ideas • objective summary of the text 	Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine the central idea from a section of the text or from the entire text. Items may focus on how the central idea of the text relates to supporting ideas. Items may ask the student to distinguish fact from opinion. Items may ask students to summarize the text.
LAFS.8.RI.2.4: 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.		
<ul style="list-style-type: none"> • Determine • Determine • Analyze • Analyze • Analyze • Analyze 	<ul style="list-style-type: none"> • meaning of words and phrases as they are used in a text • figurative connotative, and technical meanings • impact of specific word choices on meaning • impact of specific word choices on tone • analogies • allusions to other texts 	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions, but should only reference grade-appropriate texts.
LAFS.8.RI.3.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
<ul style="list-style-type: none"> • Evaluate • Evaluate 	<ul style="list-style-type: none"> • advantages of using different media to present a particular topic or idea • disadvantages of using different media to present a particular topic or idea 	Items must ask about two or more media, but may focus on one more than another. Items should not ask general or overarching questions about the different media, but should focus on their advantages or disadvantages. Items may rely on multiple stimuli that use alternative media, or it can simply refer to other media and/or hypothetical sources. Items may ask students to analyze the purpose of a decision to present the information in diverse media. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. Items may ask students to evaluate the motives behind the presentation of the content in a particular media format. Items may ask students to delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
LAFS.8.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a-f).		
<ul style="list-style-type: none"> • Write • Examine • Convey • Select/organize/analyze 	<ul style="list-style-type: none"> • informative/ explanatory essay • a topic • ideas, concepts, and information • relevant content 	Items may ask the student to create a response that is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
LAFS.8.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience have been addressed.		
LAFS.8.W.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
Links for extra remediation lessons, practice, and teacher information:		

- eLearn site with all district curriculum and resources- <https://elearn.pcsb.org> (click log in and then Secondary Language Arts)
 - The Pinellas Schools Gateway site also contains Middle School ELA Curriculum Resources
- FSA practice and information- <http://fsassessments.org/>
- Florida Department of Education site for information, standards and instructional support- <http://www.fldoe.org/>
- CPALMS has standards information and lessons- <http://www.cpalms.org/Public/>
- Write Score has lessons specific to each standard- <https://portal.writescore.com/>
- Achieve the Core has lesson plans for each standard- <http://achievethecore.org/>