

## Grade 8 ELA Pacing Guide 2019-2020

### Quarter 2 Focus Standards

<p><b>Unit :</b></p> <p><b>The Thrill of Horror &amp; Approaching Adulthood</b></p> <p><i>HMH Collections 2 &amp; 4</i></p>	<p><b><u>Reading:</u></b></p> <p><b><i>Literature-</i></b> LAFS.8.RL.1.2 LAFS.8.RL.2.6 LAFS.8.RL.3.7 LAFS.8.RL.3.9</p> <p><b><i>Informational-</i></b> LAFS.8.RI.1.3 LAFS.8.RI.3.8 LAFS.8.RI.3.9</p> <p><b><u>Writing:</u></b></p> <p><b><i>informative/explanatory</i></b> LAFS.8.W.1.1 LAFS.8.W.2.6 LAFS.8.W.3.9</p>	<p style="text-align: center;"><b>*** Please Remember ***</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Reading standards 1 and 10 should be incorporated in every lesson.</li> <li>○ The language standards should be naturally incorporated into writing lessons.</li> </ul>
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Concepts (Verbs)	Skills (Nouns)	Assessment Limits
<b>LAFS.8.RL.1.2:</b> 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.		
<ul style="list-style-type: none"> <li>• Determine</li> <li>• Analyze</li> <li>• Analyze</li> <li>• Provide</li> </ul>	<ul style="list-style-type: none"> <li>• theme or central idea of a text</li> <li>• development of theme or central idea over the course of the text</li> <li>• relationship of theme or central idea to characters, setting, and plot</li> <li>• objective summary of the text</li> </ul>	Items may ask the student to determine a theme or central idea from a section of the text or from the entire text. Items may refer to themes and central ideas that are explicit or implicit in the text. Items may focus on the use of characters, setting, and plot in the development of the theme or central idea but should not simply ask students to analyze characters, setting, and plot development. Items may ask students to summarize the text.
<b>LAFS.8.RL.2.6:</b> 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.		
<ul style="list-style-type: none"> <li>• Analyze</li> </ul>	<ul style="list-style-type: none"> <li>• how differences in points of view create various effects</li> </ul>	Items should not simply ask the student to identify points of view, but should focus on how they affect the tone of the text. Items should ask about the interactions of multiple points of view. Items may focus on what the audience knows that the character doesn't know, or what the character knows that the audience doesn't know.
<b>LAFS.8.RL.3.7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Analyze</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• the extent to which film or live production stays faithful or departs from text</li> <li>• the extent to which film or live production departs from text</li> <li>• choices made by director or actors</li> </ul>	Items must ask about the text version and its multimedia counterpart. The item's difficulty may be dependent on the significance and extent of the adaptation's departure from the original text. Items may focus on the effectiveness of the adaptation. Items may ask students to analyze the purpose of a decision to present the information in diverse media. Items may ask students to evaluate the motives behind the presentation of the content in a particular media format. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
<b>LAFS.8.RL.3.9:</b> 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.		

<ul style="list-style-type: none"> <li>Analyze</li> <li>Describe</li> </ul>	<ul style="list-style-type: none"> <li>how modern fiction draws on themes, pattern of events, or character types from myths, traditional stories, or religious works</li> <li>how the material is rendered new</li> </ul>	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.
<b>LAFS.8.RI.1.3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
<ul style="list-style-type: none"> <li>Analyze</li> </ul>	<ul style="list-style-type: none"> <li>how texts make connections among and distinctions between individuals, ideas, or events</li> </ul>	Items should not ask general or overarching questions about individuals, ideas, or events in the text, but rather about the connections and distinctions between them. Items may ask the student to compare, contrast, or categorize individuals, ideas, or events in the text. Items may focus on causes and effects or ask the student to make a prediction. Items may ask about individuals' motivations.
<b>LAFS.8.RI.3.8:</b> 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.		
<ul style="list-style-type: none"> <li>Delineate</li> <li>Evaluate</li> <li>Assess</li> <li>Assess</li> <li>Recognize</li> </ul>	<ul style="list-style-type: none"> <li>argument and claims in a text</li> <li>argument and claims in a text</li> <li>whether or not reasoning is sound enough to support the claims</li> <li>whether or not evidence is relevant and sufficient enough to support the claims</li> <li>irrelevant evidence when introduced</li> </ul>	Items should not ask the student to simply identify the argument or claims in the text. Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. Items may focus on irrelevant or inappropriate evidence, or distinguishing fact from opinion. Items may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, or false analogy.
<b>LAFS.8.RI.3.9:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
<ul style="list-style-type: none"> <li>Analyze</li> <li>Identify</li> </ul>	<ul style="list-style-type: none"> <li>two or more texts that provide conflicting information on the same topic</li> <li>where texts disagree on matters of fact or interpretation</li> </ul>	Items should ask about both texts but may focus on one more than the other. Items should focus on key information, evidence, and facts. Items should focus on the differences between the two texts rather than the similarities.
<b>LAFS.8.W.1.1:</b> Write arguments to support claims with clear reasons and relevant evidence (a-e).		
<ul style="list-style-type: none"> <li>Write</li> <li>Support</li> </ul>	<ul style="list-style-type: none"> <li>arguments</li> <li>claims with clear reasons and relevant evidence</li> </ul>	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 claim and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough, convincing, and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details.
<b>LAFS.8.W.2.6:</b> 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.		
<b>LAFS.8.W.3.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. apply reading standards to literature b. apply reading standards to literary non-fiction		
<b>Links for extra remediation lessons, practice, and teacher information:</b>		
<ul style="list-style-type: none"> <li>eLearn site with all district curriculum and resources- <a href="https://elearn.pcsb.org">https://elearn.pcsb.org</a> (click log in and then Secondary Language Arts) -The Pinellas Schools Gateway site also contains Middle School ELA Curriculum Resources</li> <li>FSA practice and information- <a href="http://fsassessments.org/">http://fsassessments.org/</a></li> </ul>		

- 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/>