

Grade 8 ELA Pacing Guide 2019-2020

Quarter 3 Focus Standards

<p>Unit :</p> <p>The Move Toward Freedom & The Value of Work</p> <p><i>HMH Collections 3 & 6</i></p>	<p><u>Reading:</u></p> <p><i>Literature-</i> LAFS.8.RL.2.4 LAFS.8.RL.2.5 LAFS.8.RL.3.7</p> <p><i>Informational-</i> LAFS.8.RI.2.5 LAFS.8.RI.2.6 LAFS.8.RI.3.8</p> <p><u>Writing:</u> <i>informative/explanatory</i> LAFS.8.W.1.1 LAFS.8.W.1.2 LAFS.8.W.2.5 LAFS.8.W.3.8</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
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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.

<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>
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LAFS.8.RL.2.5: 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.

<ul style="list-style-type: none"> • Compare • Contrast • Analyze • Analyze 	<ul style="list-style-type: none"> • structure of two or more texts • structure of two or more texts • how the differing structure of each text contributes to its meaning • how the differing structure of each text contributes to its style 	<p>Items should not simply ask the student to describe the structures of the texts, but should focus on the way structure influences meaning and style. Items must be inter-textual, but can focus on one text more than another. Items can refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or to identify where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.</p>
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LAFS.8.RL.3.7: 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"> Analyze Analyze Evaluate 	<ul style="list-style-type: none"> the extent to which film or live production stays faithful or departs from text the extent to which film or live production departs from text choices made by director or actors 	<p>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.</p>
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LAFS.8.RI.2.5: 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.

<ul style="list-style-type: none"> Analyze Analyze Analyze 	<ul style="list-style-type: none"> structure of a specific paragraph in a text role of particular sentences in developing a key concept role of particular sentences in refining a key concept 	<p>Items may focus on a single sentence or the paragraph as a whole. Items should not simply ask the student to describe the structure of the paragraph, but should focus on the impact and importance of the structure. Items may focus on organizational structures like cause/effect, compare/contrast, problem/solution, or chronology.</p>
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LAFS.8.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

<ul style="list-style-type: none"> Determine Analyze Analyze 	<ul style="list-style-type: none"> author’s point of view or purpose in a text how the author acknowledges conflicting evidence or viewpoints how the author responds to conflicting evidence or viewpoints 	<p>Items may ask about how the author develops a point of view or purpose in the text. Items may ask about one or more viewpoints. Items may ask about the author’s word choice or use of figurative language. Items may ask about the tone or mood of the author or text. Items may ask about a lack of textual evidence or about inappropriate or unsound evidence.</p>
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LAFS.8.RI.3.8: 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

<ul style="list-style-type: none"> Delineate Evaluate Assess Assess Recognize 	<ul style="list-style-type: none"> argument and claims in a text argument and claims in a text whether or not reasoning is sound enough to support the claims whether or not evidence is relevant and sufficient enough to support the claims irrelevant evidence when introduced 	<p>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.</p>
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LAFS.8.W.1.1: Write arguments to support claims with clear reasons and relevant evidence (a-e).

<ul style="list-style-type: none"> Write Support 	<ul style="list-style-type: none"> arguments claims with clear reasons and relevant evidence 	<p>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.</p>
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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-e).

<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 	<p>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.</p>
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LAFS.8.W.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3).

LAFS.8.W.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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/>