

Grade 8 ELA Pacing Guide 2019-2020

Quarter 4 Focus Standards

<p>Unit : Anne Frank’s Legacy</p> <p><i>HMH Collection 5</i></p>	<p>Reading: <i>Literature-</i> LAFS.8.RL.1.2 LAFS.8.RL.1.3 LAFS.8.RL.3.7</p> <p><i>Informational-</i> LAFS.8.RI.2.5 LAFS.8.RI.2.6</p> <p>Writing: <i>informative/explanatory</i> LAFS.8.W.1.2 LAFS.8.W.1.3 LAFS.8.W.3.7</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
LAFS.8.RL.1.2: 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"> • Determine • Analyze • Analyze • Provide 	<ul style="list-style-type: none"> • theme or central idea of a text • development of theme or central idea over the course of the text • relationship of theme or central idea to characters, setting, and plot • objective summary of the text 	<p>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.</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.		
<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>
LAFS.7.RL.3.7: Compare and contrast a written story, drama, or poem to its audio, film, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		
<ul style="list-style-type: none"> • Compare • Contrast • Analyze 	<ul style="list-style-type: none"> • written story, drama, or poem to its audio, filmed, staged, or multimedia version • written story, drama, or poem to its audio, filmed, staged, or multimedia version • effects of techniques unique to each medium 	<p>Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of a medium. Items may focus on one or more techniques and their effects. Items may focus on the effectiveness of the adaptation. Items may ask students to explain how the ideas in the alternative media clarify a topic or text. Written transcripts, excerpts and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>
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.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.1.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (a-e).

<ul style="list-style-type: none"> Write Use Use Use 	<ul style="list-style-type: none"> narratives to develop real or imagined experiences or events effective technique relevant descriptive details well-structured event sequences 	<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 using a variety of transitional strategies to clarify the relationship between and among ideas, including a logical progression of ideas from beginning to end.</p>
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LAFS.8.W.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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/>