

**Dear Eighth Grade ELA Teacher:**

Congratulations on your assignment to Eighth Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

**Things to Remember:**

1. Standards are paced in four quarters within *nine weeks*: **Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into two-week units to accomplish the instructional pacing of all standards.
3. Design formative and summative assessments to assess the two-week units.
4. Pacing Interpretation: **“X”--not taught this quarter; Numbered –quarter taught; “P” –performed routinely in small teacher-led groups to ensure mastery**
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All *“Speaking and Listening” standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include charted *“listening and speaking” behaviors in quality whole group and collaborative small group tasks*
8. See *“Developing Collaborative Classroom Guide”* for help with the implementation of Speaking & Listening standards within the learning environment.

**Fidelity to Instructional Minutes:**

- The Eighth Grade ELA block consists of a minimum 60-minute reading segment and a minimum 30-minute writing segment.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Eighth Grade **Language, Vocabulary Acquisition and Usage Standards**, are taught during the reading segment (**Ex.** L.8.4a; L8.5a).
- The writing block is a separate 30-minute segment. Students are instructed in the formal writing process. An Editing Anchor Chart is included in this guide.
- Eighth Grade **Language, Conventions of Standard English Grammar and Usage Standards**, are taught during the separate 30-minute writing segment.
- Spelling tests are given within the writing segment, NOT the reading segment. Strong emphasis should be placed on phonics instruction to decode & spell words
- Use the DPI Unpacking document and the *Halifax ELA Literacy Framework to assist with selecting & planning: pedagogy, remediation and student engagement.*
- CASE 21 ELA Benchmarks are cumulative; however, follow the District’s pacing guide as it is the blueprint for incremental growth towards mastering standards.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

8<sup>th</sup> Grade At-a-Glance

Literature Text (RL)					Informational Text (RI)				
Key Ideas and Details	Quarters (Q)				Key Ideas and Details	Quarters (Q)			
	1	2	3	4		1	2	3	4
RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	P	P	P	RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	P	P	P
RL.8.2 - 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.	X	2	3	4	RI.8.2 - 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.	X	2	3	4
RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1	2	P	P	RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	1	P	3	P
Craft and Structure	Quarters (Q)				Craft and Structure	Quarters (Q)			
RL.8.4 - 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.	1	2	P	P	RI.8.4 - 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.	P	P	3	4
RL.8.5 - 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.	X	2	3	P	RI.8.5 - 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.	X	X	3	4
RL.8.6 - 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.	X	X	3	4	RI.8.6 - 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.	1	2	P	P
					(continued)				

RL.8.6 - 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.	X	2	3	4	RI.8.6 - 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.	X	2	P	4
<b>Integration of Knowledge and Ideas</b>	<b>Quarters (Q)</b>				<b>Integration of Knowledge and Ideas</b>	<b>Quarters (Q)</b>			
RL.8.7 - 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.	X	X	P	P	RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	1	P	P	P
RL.8.8 - (Not applicable to literature)	n / a	n/ a	n/ a	n/ a	RI.8.8 - 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.	1	X	X	X
RL.8.9 - 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.	X	2	P	P	RI.8.9 - 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.	X	2	P	4
<b>Range of Reading and Level of Text Complexity</b>	<b>Quarters (Q)</b>				<b>Range of Reading and Level of Text Complexity</b>	<b>Quarters (Q)</b>			
RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	P	P	P	P	RI.8.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	P	P	P	P
					August 2019				

8<sup>th</sup> Grade At-a-Glance

Language (L)					Language (L)				
Conventions of Standard English:	Quarters				Vocabulary Acquisition and Use:	Quarters			
	1	2	3	4		1	2	3	4
L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.				
L.8.1.A - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	1	X	X	P	L.8.4.A - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	1	P	P	P
L.8.1.B - Form and use verbs in the active and passive voice.	1	P	P	P	L.8.4.B - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	1	P	P	P
L.8.1.C - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	1	P	P	P	L.8.4.C - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	1	P	P	P
L.8.1.D - Recognize and correct inappropriate shifts in verb voice and mood.*	P	P	P	P	L.8.4.D - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	1	P	P	P
L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	P	P	P	P	L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1	P	P	P
L.8.2.A - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	X	2	P	P	L.8.5.A - Interpret figures of speech (e.g. verbal irony, puns) in context.	1	P	P	P
L.8.2.B - Use an ellipsis to indicate an omission.	X	2	P	P	L.8.5.B - Use the relationship between particular words to better understand each of the words.	P	P	P	P
L.8.2.C - Spell correctly.	1	P	P	P					
<b>Knowledge of Language:</b>	<b>Quarters (Q)</b>								
L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.	P	P	P	P					
L.8.3.A - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	1	P	P	P					

Halifax County Schools: Common Core ELA Quarterly-Pacing Guide

August 2019

8<sup>th</sup> Grade At-a-Glance

Writing (W)

Text Types and Purposes					Text Types and Purposes				
Write arguments to support claims with clear reasons and relevant evidence.	Quarters				Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Quarters			
	1	2	3	4		1	2	3	4
W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	1	X	X	X	W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	X	2	X	X
W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	1	X	X	X	W.8.2e - Establish and maintain a formal style.	X	2	X	X
W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	1	X	X	X	W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.	X	2	X	X
W.8.1d - Establish and maintain a formal style.	1	X	X	X	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Quarters			
						1	2	3	4
W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.	1	X	X	X	W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	X	X	3	X
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Quarters				W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	X	X	3	
	1	2	3	4					
W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	X	2	X	X	W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	X	X	3	X
W.8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	X	2	X	X	W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	X	X	3	X
W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	X	2	X	X	W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.	X	X	3	X
					(continued)				

Production and Distribution of Writing	Quarters				Research to Build and Present Knowledge	Quarters			
	1	2	3	4		1	2	3	4
W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.8.1-3.)	1	2	3	4	W.8.7 - Conduct <b>short research</b> 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.	1	2	3	4
W.8.5 - 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 L.8.1-3.)	P	P	P	P	W.8.8 - 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.	1	2	3	4
W.8.6 - 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.	1	2	3	4	W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	Quarters			
						1	2	3	4
					W.8.9a - Apply grade 8 Reading standards to literature (e.g., "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").	1	2	3	4
					W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., "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").	1	2	3	4
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## Editing Marks Anchor Chart

Marks & Meanings	Examples
 capitalize	They fished in lake tahoe. 
 make it lowercase	Five \$tudents missed the \$us.
sp. spelling mistake	The day was cloudy and cold. 
 add a period	Tomorrow is a holiday 
 delete (remove)	Kim knew the <del>the</del> answer.
 add a word	<sup>pups</sup> Six were in the litter.
 add a comma	He ate peas corn and squash. 
 reverse words or letters	An otter swam in the <u>bed</u> <u>kelp</u> .
 add an apostrophe	The child's bike was red. 
 add quotation marks	"Why can't I go?" she cried. 
# make a space	He read twobooks. 
 close the space	Her favorite game is soft ball. 
 begin a new paragraph	We had fun. ¶ Next we went to