

8th Grade Language Arts Pacing Guide

- Competency Goal 1 The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.
- Competency Goal 2 The learner will use and evaluate information from a variety of resources.
- Competency Goal 3 The learner will continue to refine the understanding and use of argument.
- Competency Goal 4 The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.
- Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.
- Competency Goal 6 The learner will apply conventions of grammar and language usage.

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 8th LANGUAGE ARTS
Ongoing Throughout the School Year

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Perspectives Personal account	1.01 Narrate a personal account which: <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. • establishes a point of view and sharpens focus. • uses remembered feelings. • selects details that best illuminate the topic. • connects events to self/society. 	How do I organize my account so it is appropriate for the audience? How will I create a point of view that comes across clearly?	*Outlining
Expressive materials	1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • reviewing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/listener. • making connections between works, self and related topics • drawing inferences. • generating a learning log or journal. • maintaining an annotated list of works that are read or viewed, including personal reactions. • taking an active role in and/or leading formal/informal book/media talks. 	What should be included in a learning log? What is an annotated list of works?	*Venn Diagram *Response Journals *Fishbone Diagram
Interact in groups	1.03 Interact in group activities and/or seminars in which the student: <ul style="list-style-type: none"> • shares personal reactions to questions raised. • gives reasons and cites examples from text in support of expressed opinions. • clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	What reasons and examples from the text support the expressed opinion?	*Response Cards
Reflect	1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> • evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. • appraising changes in self throughout the learning process. • evaluating personal circumstances and background that shape interaction with text. 	How has my perspective been influenced by cultural differences?	*Reading Response Journals/Logs

<p>Comprehension</p> <p>Fluency</p>	<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of interest to the individual. • reading literature and other materials selected by the teacher. • assuming a leadership role in student-teacher reading conferences. • leading small group discussions. • taking an active role in whole class seminars. • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>What type of reading materials interests me?</p> <p>What types of procedures should I follow to lead the conference with my teacher?</p>	<p>*Book Lists</p> <p>*Conferencing</p>
<p>Grammar</p> <p>Sentence</p> <p>Subject-Verb</p> <p>Parts of Speech</p> <p>Pronouns</p> <p>Phrases and Clauses</p> <p>Vocabulary</p> <p>Vocabulary</p>	<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and case. • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • evaluating the use and power of dialects in standard/nonstandard English usage. • applying correct language conventions and usage during formal oral presentations. 	<p>What is the correct punctuation for the various types of sentences?</p> <p>Which pronoun do I use if it is replacing the subject?</p>	<p>*Daily Oral Language</p> <p>*Sentence Diagramming</p> <p>*Concept Mastery Map</p>
<p>Spelling</p> <p>Proofreading</p> <p>Self-correction practice</p>	<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and spelling and the correct use of punctuation, capitalization, and format. • self correcting errors in everyday speech. 	<p>Is my final draft free of spelling, punctuation, and capitalization errors?</p>	<p>*Phonics</p> <p>*Peer Editing</p> <p>*Student-Teacher Conference</p>

	<ul style="list-style-type: none"> independently practicing formal oral presentations. 		
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Essential = E	Key for code preceding objective: Important = I	Compact = C
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NOTES: Teachers should determine when to first introduce the skills from the “Ongoing” section and then these skills should be woven throughout the school year.

Skills listed in each six weeks should be introduced during the specified grading period and should then be woven throughout the remainder of the school year.

If a teacher thinks a skill should be introduced sooner than is indicated in the pacing guide, the teacher may introduce the skill at the appropriate time for his/her class, but should make sure the skill is dealt with again during the grading period listed in the pacing guide.

If a teacher completes all the skills for a given six weeks, the teacher may preview skills from the next six weeks with his/her class.

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 8th LANGUAGE ARTS
Report Period: First Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Comprehension Monitor Summarize Evaluate	2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • recognizing the characteristics of informational materials. • summarizing information. • determining the importance and accuracy of information. 	How do I generate a summary? How do I define the characteristics of informational materials?	Somebody/Wanted/ But/ So graphic organizer
Research	2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: <ul style="list-style-type: none"> • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	How do I differentiate between relevant and irrelevant facts?	Categorizing details, and facts on a Webbing diagram using online journals, newspaper and magazine articles
Argument	3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. • evaluating the author's purpose and stance. 	How does the author convey his purpose in this passage?	Stating arguments/positions on Fishbone diagram with evidence
Plot, Theme, Characterization, Style, Mood, Tone	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. 	How is the theme woven through the story? How does the author set the mood?	-Story element map or chart -Flow map (plot) -Attribute Map on thoughts, actions, words (character)
Literary Genres	5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). • evaluating what impact literary elements have on the meaning of the text. 	What is included in outlining the literary characteristics of the <u>biography, play, novel, short story, poem</u> (genre)?	Students categorize literary devices on a brace map
Argument	Writing 3.01 Explore and evaluate argumentative works that are read, heard and/or	How do I construct a valid response to a public	Writing graphic organizer: (i.e. Fishbone diagram, tree

	<p>viewed by:</p> <ul style="list-style-type: none"> • identifying the social context of the argument. • making connections between works, self and related topics. • responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context). 	document?	map)
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Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 8th LANGUAGE ARTS
Report Period: Second Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Comprehension Connect Inference Question Extend	2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. • extending ideas. 	What information is needed to construct an inference?	Use half of Multi-flow map to have students list clues that make up an inference.
Argument Compare Tone, style and use of language	3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • comparing the argument and counter-argument presented. • identifying/evaluating the effectiveness of tone, style, and use of language. 	How do I judge the effectiveness of the author's tone, style and use of language?	Double Bubble map to compare similarities and differences of argument and counterargument
Problem-Solution	3.02 Continue to explore and analyze the use of the problem-solution process by: <ul style="list-style-type: none"> • evaluating problems and solutions within various texts and situations. 	How do I evaluate a problem and design an effective solution?	Cooperative learning- Students are given a situation and have to use Think-Pair-Share to find solution
Literary Devices	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. 5.02 Study the characteristics of genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • evaluating what impact genre-specific characteristics have on the meaning of the text. • evaluating how the author's choice and use of genre shapes the meaning of the literary work. 	How does the figurative language affect the writing? Would the story be more or less effective without dialogue? How did the writer use irony?	Categorizing examples of figurative language, allusion and other devices on Lotus diagram.
Problem Solving Essay	Writing 3.02 Continue to explore and analyze the use of the problem-solution process by:	What criteria will I use in responding to a problem and proposing a solution?	Use Circle map to state the problem in core of circle and the causes within the larger

	<ul style="list-style-type: none"> • utilizing the problem-solution process within various contexts/situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 		circle
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First Practice Writing Test

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 8th LANGUAGE ARTS
Report Period: Third Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Comprehension Argument	3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • recognizing the effects of bias, emotional factors, and/or semantic slanting. 	What effect does bias have on the outcome of a situation?	Multi-Flow map to state the effects of bias, emotional factors
Argument	3.03 Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> • understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. 	What effect does knowledge of the audience have on creation of the argument?	Cooperative learning- Critique newspaper/ magazine articles with Think-Pair-Share
Author's Purpose	4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	How does the author's use of <u>bias, apparent or hidden messages, emotional factors and or propaganda techniques</u> impact his/her purpose?	View videos of Nazi propaganda techniques (i.e. Hitler)
Evaluate	4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	What evidence can you find to draw a conclusion?	Cooperative groups/ Active learning
Essays	Writing 3.03 Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> • noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. • arranging details, reasons, and examples effectively and persuasively. • anticipating and addressing reader/listener concerns and counterarguments. 	How should details, reasons, and examples be arranged to create a persuasive argument?	-View and respond to presidential debates (i.e. Kennedy vs. Nixon -Venn diagram

	<ul style="list-style-type: none">recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.		
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Second Practice Writing Test

