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| 2019 ELA Pacing Guide, Grade 8 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, iReady Diagnostic, Beginning of the Year Assessments,  & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 8.3 ,8.4  8.7b, 8.9  Ongoing Reading & Language Skills: 8.12, 8.15 | Reading & Writing Focus: **Informational Text**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 8.3, 8.4, 8.12, 8.15 | |
| 11/14-1/11/19  (4 Weeks) | 8.1, 8.2  8.7c , 8.8  Ongoing Reading & Language Skills: 8.12-8.15 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  In each reading and writing unit, be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s Tested: 8.1, 8.2, 8.3, 8.4, 8.12, 8.13, 8.14, 8.15 | |
| 1/28-3/15/19  (7 Weeks) | 8.7a  8.10, 8.11  Ongoing Reading & Language Skills: 8.12-8.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: I CAN!s: 8.1, 8.2, 8.3, 8.4, 8.7, 8.12, 8.13, 8.14, 8.15 | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 8.12-8.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| 5/28-6/13/19  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level. | |

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| atmosphere | abolitionist movement | antonym | alternate exterior angles |
| carbon cycle | agrarian | bibliography | alternate interior angles |
| chemical weathering | alien | business letter | altitude |
| climate | amend | character development | analyze |
| comet | bicameral | context clues | approximation |
| convection | boycott | coordinating conjunction | constant |
| crust | Founding Fathers | demonstrative pronoun | converse |
| dependent variable | citizenship | draws conclusions | corresponding parts |
| deposition | compromise | elaboration | dependent event |
| erosion | debate | figurative language | discount |
| experimental control | secede | formal language | domain (of a function) |
| fossil fuel | democratic forms of gov't | *ful* | extrapolate |
| gravitational force | Declaration of Independence | *in* | function notation |
| heat transfer | Emancipation Proclamation | independent clause | independent event |
| hypothesis | checks and balances | informal language | intercept |
| independent variable | Federalism | intonation | linear equations |
| law | justify | metaphor | mark-up |
| mantle | legislature | narration | multiplicative inverse |
| mass | liberty | *ness* | polynomials |
| meteor | Marbury v Madison | parallel structure | predict |
| neap tide | neutrality | perspective | prerequisite |
| ocean basin | nullify | persuasive text | property |
| planet | popular sovereignty | plagiarism | range (of a function) |
| plate tectonics | preamble | problem-solution | relation |
| scientific method | precedent | report | segment |
| sedimentation | prejudice | research paper | sequence |
| seismic wave | propaganda | simile | similarity |
| spring tide | ratify | subordinating conjunction | slope |
| star | republic | synthesize | substitution |
| theory | revolution | viewpoint | transversal |
| variable |  |  |  |
| volume |  |  |  |
| weather |  |  |  |
| weight |  |  |  |
| physical weathering |  |  |  |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Writing Prompt
* i-Ready

Grade 8 I CAN!s and CAN I?s

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|  | **Standards** | **I CAN!s** | **Can I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| 8.1 | Key Ideas & Details  RL 8.1  RL 8.2  RL 8.3  Integration of Knowledge & Ideas  RL 8.7  RL 8.8  RL 8.9  RL 8.10 | **I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.** | a) *CAN I?* Cite the **textual evidence** that *most strongly* supports an analysis of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* 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.  d) *CAN I?* **Compare and contrast** a written **story**, **drama**, or **poem** to its **audio**, **filmed**, **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).  e) *CAN I?* 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*. |
| 8.2 | Craft & Structure  RL 8.4  RL 8.5  RL 8.6 | **I CAN! use literature text features to read grade level literature, including stories, dramas and poetry.** | a) *CAN I?* 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.  b) *CAN I?* 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.  c) *CAN I?* 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. |
| **Reading Informational Text** | | | |
| 8.3 | Key Ideas & Details  RI 8.1  RI 8.2  RI 8.3  Integration of Knowledge & **Ideas**  RI 8.7  RI 8.8  RI 8.9  RI 8.10 | **I CAN! read and comprehend eighth grade nonfiction literature.** | a) *CAN I?* Cite the **textual evidence** that *most* strongly supports an **analysis** of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* Analyze how a text makes **connections** among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  d) *CAN I?* Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.  e) *CAN I?* **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.  f) *CAN I?* 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**. |
| 8.4 | Craft & Structure  RI 8.4  RI 8.5  RI 8.6 | **I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.** | a) *CAN I?* 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.  b) *CAN I?* 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.  c) *CAN I?* 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**. |
| **Literacy in History, Science, & Technical Subjects** | | | |
| 8.5 | History/SS & Writing  H/SS 6-8  W 6-8 | **I CAN! read and comprehend history/social studies texts independently and proficiently.** | a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary** **sources**.  b)*CAN I?* Determine the **central ideas** or information of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions.  c)*CAN I?*Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  e) *CAN I?* Describe how a text presents information (e.g., sequentially, comparatively, causally).  f) *CAN I?*Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts).  g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text.  i) *CAN I?*Analyze the relationship between a primary and secondary source on the same topic. |
| 8.6 | Science/ Technology & Writing  S/T 6-8  W 6-8 | **I CAN! read and comprehend Science and Technical texts independently and proficiently.** | a) *CAN I?* Cite specific **textual evidence** to support analysis of science and technical texts.  b) *CAN I?* Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  c) *CAN I?*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  d) *CAN I?* Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.  e) *CAN I?* Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  f) *CAN I?* Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text.  g) *CAN I?* Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  h) *CAN I?*Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text.  i) *CAN I?* **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic. |
| **Writing** | | | |
| 8.7 | Text Types and Purposes  W 8.1  W 8.2  W 8.3  Content Area Literacy  W 6-8 | **I CAN! write for different tasks, purposes, and audiences.** | 1. ***CAN I*? Write arguments to support claims with clear reasons and relevant evidence.**  * Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. * Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. * Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from and supports the argument presented.   **b) *CAN I?* Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**   * Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. * Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. * Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from and supports the information or explanation presented.   **c) *CAN I?* Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**   * 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. * Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. * Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. * Provide a conclusion that follows from and reflects on the narrated experiences or events. |
| 8.8 | Production and Distribution of Writing  W 8.4  W 8.5  W 8.6 | **I CAN! use the writing process to develop my writing.**  (Item not tested on Milestones) | a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  b) *CAN I***?** 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..  c) *CAN I?* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| 8.9 | Research to Build and Present Ideas  W 8.7  W 8.8  W 8.9 | **I CAN! conduct short research projects to answer a question drawing on several sources.**  (Item not tested on Milestones) | a)*CAN I?* Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  b) *CAN I?* Gather relevant information from multiple print and digital sources; 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.  c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Speaking and Listening** | | | |
| 8.10 | Comprehension & Collaboration  SL 8.1  SL 8.2  SL 8.3 | **I CAN! work in small and large group conversations to discuss topics and books we are reading.**  (Item not tested on Milestones) | a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b) *CAN I?*Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c) *CAN I?* Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  d) *CAN I?*Acknowledge new information expressed by others and, when warranted, modify their own views.  e) *CAN I?* Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  f) *CAN I?* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| 8.11 | Presentation & Knowledge of Ideas  SL 8.4  SL 8.5  SL 8.6 | **I CAN! communicate ideas and experiences through oral and visual presentations.**  (Item not tested on Milestones) | a) *CAN I?* Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  b) *CAN I?*Integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  d) *CAN I?* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Steps: Student driven mastery learning skills. | | | |
| **Language** | | | |
| 8.12 | Vocabulary Acquisition and Use  L 8.4 | **I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.** | a) *CAN I?* 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.  b) *CAN I?* Use common, grade-appropriate **Greek** or **Latin affixes** and **roots** as clues to the meaning of a word (e.g., *precede, recede, secede*).  c) *CAN I?* 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.  d) *CAN I?*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). |
| 8.13 | Vocabulary Acquisition and Use  L 8.5  L 8.6 | **I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | a)*CAN I?* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b) *CAN I***?** Interpret figures of speech (e.g. verbal irony, puns) in context.  c) *CAN I?* Use the relationship between particular words to better understand each of the words.  d) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| 8.14 | Conventions of Standard English  L 8.1 | **I CAN! use proper grammar when I write and speak.** | a) *CAN I?* Explain the function of **verbals** (gerunds, participles, infinitives) in general and their function in particular sentences.  b) *CAN I?* Form and use verbs in the **active** and **passive** **voice**.  c) *CAN I?* Form and use verbs in the **indicative**, **imperative**, **interrogative**, **conditional**, and **subjunctive** **mood**.  d) *CAN I?* Recognize and correct inappropriate **shifts** in **verb voice** and **mood**. |
| 8.15 | Conventions of Standard English  L 8.2 | **I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.** | a) *CAN I?* Use **punctuation** (**comma**, **ellipsis**, **dash**) to indicate a pause or break.  b) *CAN I?*Use an **ellipsis** to indicate an **omission**.  **c)** *CAN I?*Spell grade level appropriate words correctly. |