

M/J III Language Arts (8<sup>th</sup> grade)  
Year at a Glance

|  | Course Description   | Family Resources  |
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| <p>M/J III (8<sup>th</sup> Grade)<br/>Language Arts<br/>Course Description<br/>to be covered over<br/>4 quarters</p> | <p>The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"><li>• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn</li><li>• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none"><li>○ text craft and structure</li><li>○ elements of literature</li><li>○ arguments and claims supported by textual evidence</li><li>○ power and impact of language</li><li>○ influence of history, culture, and setting on language</li><li>○ personal critical and aesthetic response</li></ul></li><li>• writing for varied purposes<ul style="list-style-type: none"><li>○ developing and supporting argumentative claims</li><li>○ crafting coherent, supported informative/expository texts</li><li>○ responding to literature for personal and analytical purposes</li><li>○ writing narratives to develop real or imagined events</li><li>○ writing to sources using text- based evidence and reasoning</li></ul></li><li>• effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions</li><li>• collaboration amongst peers</li></ul> <p><i>*Unlike most other subjects, the English Language Arts standards are not taught in sequential order. This means that standards spiral in and out of each lesson and will be repeated throughout the year depending on the theme, task, and text.</i></p> | <p><u>Language Arts Florida Standards Grade 6</u></p> <p><u>ELA Throughout the Day</u></p> <p><u>Coming Prepared to Discuss</u></p> <p><u>What Is Text Based Talk?</u></p> <p><i>Please note that short and extended informational and argumentative writing tasks will be embedded into reading responses to support students as they progress towards the FSA Writing Assessment.</i></p> |

|   | Key Standards Covered  | Examples of Resources   |
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| <p style="text-align: center;"><b>Quarter 1</b><br/>Aug 10 – Oct 16</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Discuss plagiarism and how to correctly source a text. <a href="#">LAFS.8.RI.1.1</a> <a href="#">LAFS.8.RL.1.1</a></li> <li>• Provide a summary of the theme/central idea in both written and oral form. <a href="#">LAFS.8.RI.1.2</a> <a href="#">LAFS.8.RL.1.2</a></li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning. <a href="#">LAFS.8.L.3.4</a> <a href="#">LAFS.8.L.3.6</a></li> <li>• Analyze the interactions between individuals, events, and ideas in a text. Understand how ideas influence individuals and events; understand how individuals influence ideas and events. <a href="#">LAFS.8.RI.1.3</a> <a href="#">LAFS.8.SL.1.3</a></li> <li>• Discuss how the point of view affects a reader’s understand of a text. <a href="#">LAFS.8.RI.2.6</a></li> <li>• Analyze the impact of a specific word choice on meaning and tone. <a href="#">LAFS.8.RI.2.4</a></li> <li>• Develop a claim (argument) supported by clear reasons and relevant evidence. <a href="#">LAFS.8.W.1.1</a> <a href="#">LAFS.8.W.2.4</a></li> <li>• Recognize sentence elements (parts of speech, clauses, coordinating and subordinating conjunctions). <a href="#">LAFS.8.L.1.1</a> <a href="#">LAFS.8.L.1.2</a></li> <li>• Understand active and passive voice and use verbs to create mood in writing. <a href="#">LAFS.8.L.1.1</a></li> <li>• Write organized informative/explanatory texts to examine a topic and convey ideas, concepts, and information. <a href="#">LAFS.8.W.1.2</a></li> <li>• Recognize the denotative and connotative meaning of words in text. <a href="#">LAFS.8.L.3.4</a></li> </ul> | <p><b><u>Anchor Text*</u></b></p> <p>“My Favorite Chaperone”<br/>(pg. 3)</p> <p><b><u>Sample Writing Task:</u></b><br/>Based on the texts you read in class, write several paragraphs (or an informational essay) that explains the best ways for people from other countries to adjust to a new life in the United States.</p> |

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| <p style="text-align: center;"><b>Quarter 2</b><br/>Oct 20 – Dec 18</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite and explain text evidence to support analysis of what is written explicitly, as well as making inferences from the text. <a href="#">LAFS.8.RI.1.1</a><br/><a href="#">LAFS.8.RL.1.1</a></li> <li>• Determine theme or central idea of a text and analyze how it develops over the course of the text. <a href="#">LAFS.8.RL.1.2</a> <a href="#">LAFS.8.RI.1.2</a></li> <li>• Analyze how particular elements of a story or drama interact (how setting shapes the characters or plot). <a href="#">LAFS.8.RL.1.3</a></li> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <a href="#">LAFS.8.RL.2.6</a></li> <li>• Determine an author’s point of view or purpose in a text. Analyze how the author distinguishes his or her position from that of others. <a href="#">LAFS.8.RI.2.6</a></li> <li>• Trace and evaluate the argument and specific claims in a text. Assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <a href="#">LAFS.8.W.1.1</a></li> <li>• Write arguments to support claims with clear reasons and relevant evidence. <a href="#">LAFS.8.RI.3.8</a></li> <li>• Understand and use verbals (gerunds, participles, and infinitives). <a href="#">LAFS.8.L.1.1</a></li> </ul> | <p><b><u>Anchor Text*</u></b></p> <p>“The Tell-Tale Heart” by Edgar Allan Poe (Page 89)</p> <p><b><u>Reading Support for Students:</u></b></p> <p><b><u>Verbs and Verbals!</u></b><br/>(This is a comprehensive guide to verbs and verbals with numerous interactive quizzes.)</p> <p><b><u>Sample Writing Task:</u></b><br/>Write multiple paragraphs (or an extended essay) that analyzes the use of literary tools such as suspense, setting, and plot in the construction of a story in the horror genre. Use evidence from the text to support your analysis.</p> |

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| <p style="text-align: center;"><b>Quarter 3</b><br/>Jan 6 – Mar 17</p> | <p><b>Students will be able to :</b></p> <ul style="list-style-type: none"> <li>• Cite and explain text evidence to support analysis of what is written explicitly, as well as making inferences from the text. <a href="#">LAFS.8.RI.1.1</a><br/><a href="#">LAFS.8.RL.1.1</a></li> <li>• Determine theme or central idea of a text and analyze how it develops over the course of the text. <a href="#">LAFS.8.RL.1.2</a> <a href="#">LAFS.8.RI.1.2</a></li> <li>• Analyze the structure an author uses to organize a text. Understand how major sections contribute to the whole and to the development of the ideas. <a href="#">LAFS.8.RI.2.5</a></li> <li>• Determine an author’s point of view or purpose in a text. Analyze how the author distinguishes his or her position from that of others. <a href="#">LAFS.8.RL.2.6</a></li> <li>• Write organized informative/explanatory texts to examine a topic and convey ideas, concepts, and information. <a href="#">LAFS.8.W.1.2</a></li> <li>• Write arguments to support claims with clear reasons and relevant evidence. <a href="#">LAFS.8.RI.3.8</a></li> <li>• Use punctuation to indicate a pause or break, use an ellipses to indicate an omission. <a href="#">LAFS.8.L.1.2</a></li> </ul> | <p><b>Anchor Text*</b><br/>from “Narrative of the Life of Frederick Douglass” (Page 143)</p> <p>from “Harriet Tubman: Conductor on the Underground Railroad” (Page 151)</p> <p><b>Reading Support for Students:</b><br/><b>Exploring Texts</b><br/>(Students can practice finding explicit and implicit information in a story, as well as how to make inferences)</p> <p><b>Writing Support for Students:</b><br/><b>Sentence Variety</b><br/>(Help for students in writing sentences with more variety and flow)<br/><b>State your Claim</b><br/>(Students can practice writing argument essays in preparation for FSA writing)<br/><b>Surviving Extreme Conditions</b><br/>(Using Jack London's short story "To Build a Fire," students will gain experience using text evidence in their writing.)</p> <p><a href="#">See FSA Portal for writing samples and resources!</a></p> |

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| <p style="text-align: center;"><b>Quarter 4</b><br/>Mar 29 – May 26</p> | <ul style="list-style-type: none"> <li>• Read and comprehend literature, both fiction and non-fiction, in the grades 6-9 text complexity band proficiently. Determine a theme or central/main idea, identify details that support the central/main idea, summarize the text, and distinguish opinions and judgements. <a href="#">LAFS.8.RL.4.10</a></li> <li>• Produce clear and coherent writing where development, organization and style are appropriate to task, purpose and audience. <a href="#">LAFS.8.W.2.4</a></li> <li>• Engage effectively in a range of collaborative discussions.</li> <li>• Demonstrate command of the conventions of Standard English when writing or speaking. <a href="#">LAFS.8.SL.1.1</a></li> <li>• Demonstrate command of the conventions of the Standard English grammar and usage when writing and speaking. <a href="#">LAFS.8.L.1.1</a></li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibility from a range of strategies. <a href="#">LAFS.8.L.3.4</a></li> </ul> | <p><b>Anchor Text*</b><br/>“The Diary of Anne Frank”</p> <p><b>Reading Support for Students:</b><br/><a href="#">See FSA Portal for Reading samples and resources!</a></p> <p><b>Sample Writing Task:</b></p> <p>4<sup>th</sup> quarter offers opportunity for creative writing, i.e. poetry, memoir, and narratives to encourage student exploration of themselves and the world through their writing.</p> |