

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

<p>M/J III (8th Grade) Language Arts Course Description to be covered over 4 quarters</p>	<p style="text-align: center;"><u>Course Description</u></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">• active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn• analysis of literature and informational texts from varied literary periods to examine:<ul style="list-style-type: none">○ text craft and structure○ elements of literature○ arguments and claims supported by textual evidence○ power and impact of language○ influence of history, culture, and setting on language○ personal critical and aesthetic response• writing for varied purposes<ul style="list-style-type: none">○ developing and supporting argumentative claims○ crafting coherent, supported informative/expository texts○ responding to literature for personal and analytical purposes○ writing narratives to develop real or imagined events○ writing to sources using text- based evidence and reasoning• 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• collaboration amongst peers	<p style="text-align: center;"><u>Family Resources</u></p> <p>Language Arts Florida Standards Grade 6</p> <p>Coming Prepared to Discuss</p> <p>What Is Text Based Talk?</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> <p><i>Unlike most other subjects, the English Language Arts standards are not taught in isolation or sequential order. This means that standards spiral in and out of each lesson, are paired strategically, and will repeat throughout the year depending on the theme, task, and text.</i></p>
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	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 1 Aug 10 – Oct 12</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Cite the textual evidence that most strongly supports an analysis of the text and LAFS.8.RI.1.1 LAFS.8.RL.1.1: • 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. LAFS.8.RI.1.2 LAFS.8.RL.1.2 • 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; and how a text makes connections among and distinctions between individuals, ideas, or events. LAFS.8.RI.1.3 LAFS.8.RL.1.3: • Write arguments to support claims with clear reasons and relevant evidence and informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. LAFS.8.W.1.1 LAFS.8.W.1.2 <p style="text-align: center;"><u>REVIEW 6th and 7th grade language standards as needed:</u></p> <ul style="list-style-type: none"> • Subject/Predicate (complete sentences and fragments) • Punctuation – commas to separate coordinate adjectives, dashes, parenthesis • Capitalization • Use simple, compound, complex sentences in writing • Pronouns 	<p>Example Text (from class textbook resource HMH Collections) *</p> <p>“My Favorite Chaperone” (pg. 3)</p> <p>Sample Writing Task: 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>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 2 Oct 17 – Dec 21</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • 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. LAFS.8.RL.2.4 LAFS.8.RI.2.4 • 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 and 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. LAFS.8.RL.2.5 LAFS.8.RI.2.5 • Analyze how differences in the character perspective affect understanding and 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. LAFS.8.RL.2.6 LAFS.8.RI.2.6 • 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. LAFS.8.W.2.5 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.8.L.1.1 LAFS.8.L.1.2 	<p>Example Text(from class textbook resource HMH Collections)*</p> <p>“The Tell-Tale Heart” by Edgar Allan Poe (Page 89)</p> <p>Reading Support for Students:</p> <p>Verbs and Verbals! (This is a comprehensive guide to verbs and verbals with numerous interactive quizzes.)</p> <p>Sample Writing Task: 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>

	Key Standards Covered	Examples of Resources
<p style="text-align: center;">Quarter 3 Jan 7 – Mar 14</p>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • 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 and evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. LAFS.8.RL.3.7 LAFS.8.RI.3.7 • 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 LAFS.8.RI.3.8 • Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories and 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. LAFS.8.RL.3.9 LAFS.8.RI.3.9 • 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. LAFS.8.W.3.7 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.8.L.1.1 LAFS.8.L.1.2 	<p>Example Text (from class textbook resource HMH Collections)* from “Narrative of the Life of Frederick Douglass” (Page 143)</p> <p>from “Harriet Tubman: Conductor on the Underground Railroad” (Page 151)</p> <p>Reading Support for Students: Exploring Texts (Students can practice finding explicit and implicit information in a story, as well as how to make inferences)</p> <p>Writing Support for Students: Sentence Variety (Help for students in writing sentences with more variety and flow) State your Claim (Students can practice writing argument essays in preparation for FSA writing) Surviving Extreme Conditions (Using Jack London's short story "To Build a Fire," students will gain experience using text evidence in their writing.) See FSA Portal for writing samples and resources!</p>

	Review Key Standards as Needed	Examples of Resources
<p style="text-align: center;">Quarter 4 March 25 – May 24</p>	<ul style="list-style-type: none"> • 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. LAFS.8.RL.4.10 • Produce clear and coherent writing where development, organization and style are appropriate to task, purpose and audience. LAFS.8.W.2.4 • 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. LAFS.8.L.3.4 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking and command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.8.L.1.1 LAFS.8.L.1.2 	<p>Example Text (from class textbook resource HMH Collections)* “The Diary of Anne Frank”</p> <p>Reading Support for Students: See FSA Portal for Reading samples and resources!</p> <p>Sample Writing Task:</p> <p>4th 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>