



Chester County School District ELA Pacing Guide – Grade 8

2015 South Carolina College and Career Ready Standards

Notes:

- a. **The majority of all the SC CCR standards have been divided into three groups: 1st nine weeks, 2nd nine weeks, and 3rd nine weeks. The 4th nine weeks is reserved for enrichment, re-teaching, and review. **
- b. **Highlighted standards** are assessed during that nine weeks.
- c. **Collections Correlation Chart** found on OneDrive.

ELA Eighth Grade			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Resources/Review
<p>Inquiry Based Literacy Standards-on-going</p> <p>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</p> <p>8IB1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.</p> <p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p> <p>8IB2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p> <p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>8IB3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>8IB3.2 Examine historical, social, cultural, or political context to broaden inquiry.</p> <p>8IB3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</p> <p>8IB3.4 Organize and categorize important information, revise ideas, and report relevant findings</p> <p>Standard 4: Synthesize information to share learning and/or take action.</p> <p>8IB4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.</p> <p>8IB4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.</p> <p>8IB4.3 Reflect on findings and pose appropriate questions for further inquiry</p> <p>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.</p> <p>8IB5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process.</p> <p>8IB5.2 Employ past and present learning in order to monitor and guide inquiry.</p> <p>8IB5.3 Assess the processes to revise strategies, address misconceptions, anticipate and overcome obstacles, and reflect on completeness of the inquiry.</p>			



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Reading-Literary Text			
Meaning and Context			
<p>8IB5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>8IB5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>8IB5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Review. reteach, enrich Practice 8IB5.1 Straighttace</p> <p>Collections-Smartboard lessons</p> <p>Collections-graphic organizers</p> <p>Collections-Novel resources</p>
<p>8IB6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p>	<p>8IB6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p>	<p>8IB6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p>	<p>Review. reteach, enrich Practice 8IB6.1 Read-write-think summarize activity</p>
<p>8IB7.1Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p> <p>8IB7.2Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</p>	<p>8IB7.1Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p> <p>8IB7.2Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</p>	<p>8IB7.1 Analyze how a visual or audio adaptation of a narrative or drama modifies or embellishes the text.</p> <p>8IB7.2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.</p>	<p>Review. reteach, enrich</p> <p>Practice 8IB7.1-7.2</p>



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<p>8IB8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>8IB8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>8IB8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot and characters.</p>	<p>Review, reteach, enrich</p> <p>Practice 8IB8.1</p> <p>read-write-think literary elements</p>
<p>Language, Craft, and Structure</p>			
<p>8IB9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>8IB9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>8IB9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p>Review. reteach, enrich</p> <p>Practice 8IB9.1</p> <p>Read-write-think word matrix</p>
	<p>8IB11.1 Analyze how the author’s development of the differences in points of view between the characters and the reader create suspense or humor.</p>		<p>Review. reteach, enrich</p> <p>Practice 8IB11.1</p>
	<p>8IB12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</p>	<p>8IB12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>	<p>Review. reteach, enrich</p>
<p>Range and Complexity-on going</p> <p>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p> <p>8IB13.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.</p> <p>8IB13.2 Read independently for sustained periods of time to build stamina.</p>			



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8IB13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading- Informational Text

Principles of Reading-on going

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

8RI4.1 Read grade-level text with purpose and understanding.

8RI4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

8RI4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Content

8RI5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Practice 8RI5.1

[Straightface](#)

<https://newsela.com/>

Review. reteach, enrich

[Collections-nonfiction resources](#)

8RI6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

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Review. reteach, enrich

[Read-write-think summarize activity](#)

8RI7.1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

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Language, Craft and Structure

8RI8.1 Determine figurative, connotative, and technical meanings of

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Practice 8RI8.1, 8.2
Review, reteach, enrich



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<p>words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone. 8RI8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>	<p>phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone. 8RI8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>	<p>of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone. 8RI8.2 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>	
<p>8RI10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p>	<p>8RI10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p>	<p>8RI10.1 Determine an author's perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.</p>	<p>Review, reteach, enrich</p>
	<p>8RI11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>	<p>8RI11.2 Analyze 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.</p>	<p>Practice 8RI11.1, 11.2 Review, reteach, enrich</p>
<p>Range and Complexity-on going Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time. 8RI12.1 Engage in whole and small group reading with purpose and understanding 8RI12.2 Read independently for sustained periods of time. 8RI12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers</p>			
<p>Writing</p>			
<p>Meaning, Context and Craft</p>			
<p>8W1.1 Write arguments that:</p>	<p>8W2.1 Write informative/explanatory</p>	<p>8W3.1 Gather ideas from texts,</p>	<p>Review, reteach, enrich</p>



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<p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;</p> <p>g. establish and maintain a formal style and objective tone; and</p> <p>h. provide a concluding statement or section that follows from and supports the argument.</p>	<p>texts that:</p> <p>a. introduce a topic;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. organize ideas, concepts, and information into broader categories;</p> <p>d. assess the credibility of each source;</p> <p>e. include formatting, graphics, and multimedia to aid comprehension;</p> <p>f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples;</p> <p>g. paraphrase, quote, and summarize to avoid plagiarism;</p> <p>h. follow a standard format for citation;</p> <p>i. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to explain the topic;</p> <p>k. establish and maintain a style and tone authentic to the purpose; and</p> <p>l. provide a concluding statement or section that follows and supports the information or explanation presented.</p>	<p>multimedia, and personal experience to write narratives that:</p> <p>a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences;</p> <p>b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters;</p> <p>c. organize an event sequence that unfolds naturally and logically;</p> <p>d. use dialogue, pacing, manipulation of time, and reflection, to develop experiences, events, and/or characters;</p> <p>e. 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;</p> <p>f. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events, and develop characters; and</p> <p>g. provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Although there is an emphasis on the type of writing to teach each 9-week period, all types of writing should continue to be taught and practiced throughout the year.</p> <p>Straightace</p> <p>Collections resources- writing, citing, research...</p> <p>Collections-grammar notes</p> <p>Collections-interactive writing lessons</p> <p>read-write-think- compare/contrast essay development</p>
<p>Language</p>			
<p>8W4.1 When writing: a. show knowledge of the function of</p>	<p>8W4.1 When writing: a. show knowledge of the function of</p>	<p>8W4.1 When writing: a. show knowledge of the function of</p>	<p>Review, reteach, enrich</p>



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<p>gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. recognize and correct inappropriate shifts in verb voice and mood.</p>	<p>Practice 8W4.1 a-d Straighttace</p>
	<p>8W5.2 Use: a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission.</p>	<p>8W5.2 Use: a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission.</p>	<p>Practice 8W5.2 a-b Review, reteach, enrich</p>
<p>Range and Complexity-on going Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames 8W6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.</p>			
<p>Communication</p>			
<p>Meaning and Content</p>			
<p>8C1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. 8C1.2 Participate in discussions; share</p>	<p>8C1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. 8C1.2 Participate in discussions; share</p>	<p>8C1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking. 8C1.2 Participate in discussions;</p>	<p>Practice 8C1.1-1.5 Review and enrich</p>



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<p>evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p> <p>8C1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p> <p>8C1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>8C1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>	<p>evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p> <p>8C1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p> <p>8C1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>8C1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>	<p>share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p> <p>8C1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p> <p>8C1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>8C1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>	
<p>8C2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p> <p>8C2.2 Analyze and evaluate credibility of information and accuracy of findings.</p> <p>8C2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard</p>	<p>8C2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p> <p>8C2.2 Analyze and evaluate credibility of information and accuracy of findings.</p> <p>8C2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.</p>	<p>8C2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p> <p>8C2.2 Analyze and evaluate credibility of information and accuracy of findings.</p> <p>8C2.3 Quote and paraphrase the data and conclusions while avoiding</p>	<p>Practice 8C2.1-2.3 Review and enrich</p>



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format for citation.		plagiarism and following a standard format for citation.	
		8C3.2 Utilize multimedia to enrich presentations.	Practice, review, enrich
Language, Craft and Structure			
<p>8C4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8C4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>8C4.3 Evaluate the presentation to determine how the speaker:</p> <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	<p>8C4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8C4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>8C4.3 Evaluate the presentation to determine how the speaker:</p> <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	<p>8C4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8C4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>8C4.3 Evaluate the presentation to determine how the speaker:</p> <ul style="list-style-type: none"> a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience. 	<p>Practice 8C4.1-4.3 Review, enrich</p>
	<p>8C5.1 Consider audience when selecting presentation types.</p> <p>8C5.2 Select and employ a variety of</p>	<p>8C5.1 Consider audience when selecting presentation types.</p> <p>8C5.2 Select and employ a variety of</p>	



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Disciplinary Literacy

Reading, writing, communicating, thinking critically, and performing in meaningful, relevant ways within and across disciplines are essential practices for accessing and deeply understanding content. Immersion in the language and thinking processes valued by each discipline guides students to develop and cultivate a deeper understanding of particular disciplines.

College- and career-ready students must be able to expertly navigate curriculum, paying close attention to practices unique to a particular discipline. Disciplinary Literacy works in concert with Inquiry-Based Literacy Standards to prepare students for the demands of the 21st century. These practices also offer opportunities for students to demonstrate their understanding of the content in traditional and non-traditional ways.

The South Carolina College- and Career-Ready Standards for English Language Arts 2015 include the Disciplinary Literacy practices listed below:

- Read, write, and communicate using knowledge of a particular discipline.
- Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.
- Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.