

Mitchell County Schools
2009-2010 Language Arts Pacing Guide
8th Grade

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 sources.

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:

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p>1.01 <u>Narrate a personal account which:</u></p> <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. 	<p>1.03 <u>Interact in group activities and/or seminars in which the student:</u></p> <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. 	<p>1.03 <u>Interact in group activities and/or seminars in which the student:</u></p> <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. 	<p>1.03 <u>Interact in group activities and/or seminars in which the student:</u></p> <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.

<p>1.02 <u>Analyze expressive materials that are read, heard, and /or viewed by:</u></p> <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 	<p>1.04 <u>Reflect on learning experiences by:</u></p> <ul style="list-style-type: none"> * analyzing 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. 	<p>1.04 <u>Reflect on learning experiences by:</u></p> <ul style="list-style-type: none"> * analyzing 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. 	<p>1.04 <u>Reflect on learning experiences by:</u></p> <ul style="list-style-type: none"> * analyzing 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.
--	--	--	--

<p>1.03 <u>Interact in group activities and/or seminars in which the student:</u></p> <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. 	<p>3.01 <u>Explore and evaluate argumentative works that are read, heard, and viewed by:</u></p> <ul style="list-style-type: none"> * monitoring comprehension for understanding 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. * identifying the social context of the argument. * recognizing the effects of bias, emotional factors, and /or semantic slanting. * comparing the argument and counter-argument presented. * identifying/evaluating the effectiveness of tone, style, and use of language. * evaluating the author's purpose and stance. 	<p>4.01 <u>Analyze the purpose of the author or creator and the impact of that purpose by:</u></p> <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. * evaluating the underlying assumptions of the author/creator. * evaluating the effects of author's craft on the reader/viewer/listener. 	<p>5.01 <u>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</u></p> <ul style="list-style-type: none"> * using effective reading strategies to match text. * reading self-selected literature and other materials of individual interest. * reading literature and other materials selected by teacher. * assuming a leadership role in teacher-student conferences. * leading small group discussions. * taking an active role in whole class seminars. * analyzing the effects of elements such as plot, theme, tone, characterization, style, and mood. * discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony and symbolism.
<p>1.04 <u>Reflect on learning experiences by:</u></p> <ul style="list-style-type: none"> * analyzing 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. 	<ul style="list-style-type: none"> * 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). 	<p>4.02 <u>Analyze and Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:</u></p> <ul style="list-style-type: none"> * using knowledge of language structure and literary or media techniques. * drawing conclusions based on evidence, reasons, or relevant 	<ul style="list-style-type: none"> * analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. * extending understanding by creating products for different purposes, different audiences and within various contexts. * analyzing and evaluating the relationships between and among characters, ideas, concepts and/or experiences.

<p>2.01 <u>Analyze and evaluate informational materials that are read, heard, and /or viewed by:</u></p> <ul style="list-style-type: none"> * monitoring comprehension for understanding of what is read, heard and/or viewed. * recognizing the characteristics of informational works. * summarizing information. * determining the importance and accuracy of information. * making connections to related topics/information. * drawing inferences and/or conclusions. * generating questions. * extending ideas. 	<p>3.02 <u>Continue to explore and analyze the problem-solution process by:</u></p> <ul style="list-style-type: none"> * evaluating problems and solutions within various texts and situations. * utilizing the problem-solving 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. 	<p>4.03 <u>Use the stance of a critic to:</u></p> <ul style="list-style-type: none"> * consider alternative points of view or reasons. * remain fair-minded and open to other interpretations. * creating a critical response/review of a work/topic. 	<p>5.02 <u>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</u></p> <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 genre-specific characteristics have on the meaning of the text. * evaluating how the author's choice and use of a genre shapes the meaning of the literary work. * evaluating what impact literary elements have on the meaning of the text.
--	--	---	--

<p>2.02 <u>Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</u></p> <ul style="list-style-type: none"> * determining purpose, audience, and context. * understanding the focus. * recognizing and/or choosing a relevant topic. * recognizing and /or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. * evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. * researching and organizing information to achieve purpose. * using notes and /or memory aids to structure information. * supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. * noting and /or citing sources used. * recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	<p>3.03 <u>Evaluate and create arguments that evaluate by:</u></p> <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. * 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. * recognizing and /or creating and organizing structure appropriate to purpose, audience, and context. 		<p>6.01 <u>Model an understanding of conventional written and spoken expression by:</u></p> <ul style="list-style-type: none"> * using a variety of sentences types punctuating properly, and avoiding fragments and run-ons. * using subject-verb agreement and verb tense. * applying the parts of speech. * using pronouns correctly, including clear antecedents and correct 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/non-standard English usage. * applying language conventions and usage during oral presentations.
---	---	--	---

			<p>6.02 <u>Continue to identify and edit errors in spoken and written English by:</u></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 format.* self correcting errors in everyday speech.* independently practicing formal oral presentations.
--	--	--	---