



# Curriculum Pacing Guide ELA 8

**In this document, specific outcomes are highlighted as a guideline or suggestion for teachers while building and planning their year.**

**There is flexibility between quarters. All specific outcomes in Q1 and Q2 must be covered by the end of Q2. All specific outcomes in Q3 and Q4 must be covered by the end of Q4. The pacing guides indicate the timing of the assessment and reporting of the outcomes.**

**In order to preserve professional autonomy of the teacher and acknowledge the unique needs of each school site, specific texts and assignments are not included in this document. Additional support and guidance for teachers can be found on the ELA 7-12 Sharepoint site.**

Focus in this quarter	Focus in this quarter	Focus in this quarter	Focus in this quarter
<ul style="list-style-type: none"> <li>getting to know student needs and strengths</li> <li>establishing classroom routines</li> <li>introducing students to skills, terms and concepts that they will need for the rest of the year</li> <li>reviewing prior knowledge</li> <li>set personal learning goals</li> </ul>	<ul style="list-style-type: none"> <li>establishing an ongoing feedback loop with students</li> <li>teach processing and incorporating feedback</li> <li>build up student discussion and questioning skills</li> <li>familiarize students with levelled reading strategies and interventions</li> </ul>	<ul style="list-style-type: none"> <li>approaching proficiency with story elements</li> <li>developing and honing research skills</li> <li>writing assignments grow in complexity and/or length</li> <li>revisit personal learning goals</li> </ul>	<ul style="list-style-type: none"> <li>culmination of student skills</li> <li>students anticipate teacher feedback; able to offer peer feedback</li> <li>more independence with tasks and processes</li> <li>highest quality of student product</li> </ul>
<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>

## 8.ELA.1 Explores thoughts, ideas, feelings and experiences

<p><b>Express ideas and develop understanding</b></p> <p><b>1.1.2</b> - Reviews, rereads and reflects on oral, print and other media texts to explore, confirm or revise understanding</p> <p><b>Extend understanding</b></p> <p><b>1.2.3</b> - reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others</p>	<p><b>Express ideas and develop understanding</b></p> <p><b>ELA.1.1.1</b> - Revises understanding and expression of ideas by connecting new and prior knowledge and experiences</p>	<p><b>Express ideas and develop understanding</b></p> <p><b>1.1.3</b> - Seeks out and considers diverse ideas, opinions and experiences to develop and extend own ideas, opinions, experiences</p>
<p><b>Set goals</b></p> <p><b>1.1.6</b> - Examines and reflect on own growth in effective use of language to revise and extend personal goals</p>	<p><b>Consider the ideas of others</b></p> <p><b>1.2.1</b> - Acknowledges the value of others' ideas and opinions in exploring and extending personal interpretations and perspectives</p>	<p><b>Express preferences</b></p> <p><b>1.1.5</b> - Pursues personal interest in specific genres by particular writers, artists, storytellers and filmmakers</p> <p><b>1.2.2</b> - Exchanges ideas and opinions to clarify understanding and to broaden personal perspectives</p>
		<p><b>Experiment with language and forms</b></p> <p><b>1.1.4</b> - Discusses and responds to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences</p>

## 8.ELA.2.1 Uses Strategies and Cues

<p><b>Use comprehension strategies</b></p> <p><b>2.1.4</b> - Monitors understanding; skims, scans or reads slowly and carefully, as appropriate, to enhance comprehension</p> <p><b>2.1.5</b> - Takes notes, makes outlines and use strategies such as read, recite, review</p>	<p><b>Use comprehension strategies</b></p> <p><b>2.1.3</b> - Enhances understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages</p>	<p><b>Use prior knowledge</b></p> <p><b>2.1.1</b> - Uses strategies to supplement and extend prior knowledge and experience when interpreting new ideas and information</p>	<p><b>Use prior knowledge</b></p> <p><b>2.1.2</b> - Uses knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences</p>
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Quarter 1	Quarter 2	Quarter 3	Quarter 4
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<p>to comprehend and remember ideas and information</p> <p><b>Use phonics and structural analysis</b></p> <p><b>2.1.8</b> - Chooses and uses strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement</p>	<p><b>Use references</b></p> <p><b>2.1.9</b> - Uses a thesaurus to extend vocabulary and locates appropriate words that express particular aspects of meaning</p>	<p><b>Use comprehension strategies</b></p> <p><b>2.1.6</b> - Identifies and uses visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently</p>	<p><b>Use textual cues</b></p> <p><b>2.1.7</b> - Identifies and uses structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life</p>
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 **8.ELA.2.2 Respond to Texts**

<p><b>Experience various texts</b></p> <p><b>2.2.4</b> - Explains connections between own interpretation and information in texts, and infers how texts will influence others</p>	<p><b>Experience various texts</b></p> <p><b>2.2.3</b> - Expects that there is more than one interpretation for oral, print and other media texts, and discuss other points of view</p> <p><b>2.2.5</b> - Makes connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts</p>	<p><b>Experience various texts</b></p> <p><b>2.2.2</b> - Writes and represents narratives from other points of view</p>	<p><b>Experience various texts</b></p> <p><b>2.2.1</b> - Experiences oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs</p>
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<p><b>Construct meaning from texts</b></p> <p><b>2.2.8</b> - Discusses various ways characters are developed and the reasons for and plausibility of character change</p> <p><b>2.2.9</b> - Compares two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas</p> <p><b>2.2.10</b> - Discusses how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts</p>	<p><b>Construct meaning from texts</b></p> <p><b>2.2.7</b> - Identifies and describes characters' attributes and motivations, using evidence from the text and personal experiences</p>	<p><b>Construct meaning from texts</b></p> <p><b>2.2.6</b> - Interprets the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others</p>
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<p><b>Appreciate the artistry of texts</b></p> <p><b>2.2.12</b> - Identifies and discusses how word choice and order, figurative language, plot, setting and character work together to create mood and tone</p>	<p><b>Appreciate the artistry of texts</b></p> <p><b>2.2.11</b> - Identifies ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive</p>
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 **8.ELA.2.3 Understand Forms, Elements and Techniques**

<p><b>Understand forms and genres</b></p> <p><b>2.3.1</b> - Discusses how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience</p>	<p><b>Understand forms and genres</b></p> <p><b>2.3.2</b> - Compares the usefulness of different types of media texts</p>
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<p><b>Understand techniques and elements</b></p> <p><b>ELA.2.3.5</b> - Compares and contrasts the different perspectives provided by first and third person narration</p> <p><b>Experiment with language</b></p> <p><b>2.3.7</b> - Identifies creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood</p>	<p><b>Understand techniques and elements</b></p> <p><b>2.3.3</b> - Distinguishes theme from topic or main idea in oral, print and other media texts</p>	<p><b>Understand techniques and elements</b></p> <p><b>2.3.4</b> - Identifies and explains characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective</p>
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 **8.ELA.2.4 Create Original Text**

<p><b>Generate ideas</b></p> <p><b>2.4.1</b> - Creates oral, print and other media texts related to issues encountered in texts and in own life</p>	<p><b>Elaborate on the expression of ideas</b></p> <p><b>2.4.2</b> - Retells oral, print and other media texts from different points of view</p>	<p><b>Structure texts</b></p> <p><b>2.4.4</b> - Chooses forms or genres of oral, print or other media texts for the particular effects they will have on audiences and purposes</p>	<p><b>Structure texts</b></p> <p><b>2.4.3</b> - Creates oral, print and other media texts with both main and minor characters</p>
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 **8.ELA.3 Manage Ideas and Information**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p><b>Plan to gather information</b></p> <p><b>3.1.4</b> - Chooses a plan to access, gather and record information, according to self-selected parameters</p>	<p><b>Focus attention</b></p> <p><b>3.1.2</b> - Identifies and traces the development of arguments, opinions or points of view in oral, print and other media texts</p>	<p><b>Determine information needs</b></p> <p><b>3.1.3</b> - Selects the most appropriate information sources for topic, audience, purpose and form</p>	<p><b>Focus attention</b></p> <p><b>3.1.1</b> - Experiments with several ways to focus a topic, and selects a form appropriate to audience and purpose</p>
<p><b>Access information</b></p> <p><b>3.2.3</b> - Records key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations</p>	<p><b>Access information</b></p> <p><b>3.2.2</b> - Expands and uses a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information</p>	<p><b>Use a variety of sources</b></p> <p><b>3.2.1</b> - Obtains information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research</p> <p><b>Evaluate sources</b></p> <p><b>3.2.5</b> - Develops and uses criteria for evaluating the usefulness, currency and reliability of information for a particular research project</p>	<p><b>Access information</b></p> <p><b>3.2.4</b> - Adjusts rate of reading or viewing to suit purpose and density of information in print or other media texts</p>
<p><b>Record information</b></p> <p><b>3.3.3</b> - Makes notes in point form, summarizing major ideas and supporting details; reference sources</p>		<p><b>Record information</b></p> <p><b>3.3.4</b> - Discards information that is irrelevant for audience, purpose, form or point of view</p>	<p><b>Record information</b></p> <p><b>3.3.5</b> - Uses a consistent and approved format to give credit for quoted and paraphrased ideas and information</p>
<p><b>Evaluate information</b></p> <p><b>3.3.6</b> - Evaluates the relevance and importance of gathered information; address information gaps</p> <p><b>3.3.7</b> - Incorporates new information with prior knowledge and experiences to develop new understanding</p>		<p><b>Share ideas and information</b></p> <p><b>3.4.2</b> - Integrates appropriate visual, print and/or other media to inform and engage the audience</p> <p><b>Review research process</b></p> <p><b>3.4.3</b> - Assesses the research process, and consider alternative ways of achieving research goals</p>	<p><b>Share ideas and information</b></p> <p><b>3.4.1</b> - Communicates ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries</p>
<p> <b>8.ELA.4 Enhance the clarity and artistry of communication</b></p>			
<p><b>Appraise own and others' work</b></p> <p><b>4.1.1</b> - Shares draft oral, print and other media texts in a way that will elicit useful feedback Enhance legibility</p> <p><b>4.1.7</b> - Varies handwriting style and pace, depending on the context, audience and purpose</p>		<p><b>Appraise own and others' work</b></p> <p><b>4.1.2</b> - Evaluates how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions</p> <p><b>Enhance legibility</b></p> <p><b>4.1.8</b> - Chooses an effective format for documents, depending on the content, audience and purpose</p>	
<p><b>Revise and edit</b></p> <p><b>4.1.6</b> - Uses paragraph structures to demonstrate unity and coherence</p>	<p><b>Revise and edit</b></p> <p><b>4.1.5</b> - Enhances the coherence and impact of documents, using electronic editing functions</p>	<p><b>Revise and edit</b></p> <p><b>4.1.4</b> - Revises to enhance sentence variety, word choice and appropriate tone</p>	<p><b>Revise and edit</b></p> <p><b>4.1.3</b> - Revises by adding words and phrases that emphasize important ideas or creates dominant impressions</p>
<p><b>Expand knowledge of language</b></p> <p><b>4.1.9</b> - Explores and explains ways that new words, phrases and manners of expression enter the language as a result of factors, such as popular culture, technology, other languages</p>	<p><b>Expand knowledge of language</b></p> <p><b>4.1.10</b> - Infers the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes</p>	<p><b>Enhance artistry</b></p> <p><b>4.1.11</b> - Experiments with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood</p>	
<p><b>Attend to grammar and usage</b></p>	<p><b>Attend to grammar and usage</b></p> <p><b>4.2.1</b> - Uses words and phrases to modify, clarify and</p>	<p><b>Attend to grammar and usage</b></p> <p><b>4.2.2</b> - Uses a variety of simple, compound and</p>	<p><b>Attend to grammar and usage</b></p>

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
4.2.4 - Uses verb tenses consistently throughout a piece of writing		enhance ideas and descriptions in own writing		complex sentence structures to communicate effectively, and to make writing interesting		4.2.3 - Uses correct pronoun-antecedent agreement in own writing	
<b>Attend to spelling</b>				<b>Attend to spelling</b>		<b>Attend to spelling</b>	
4.2.5 - Develops a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts				4.2.6 - Uses knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing		4.2.7 - Identifies the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose	
<b>Attend to capitalization and punctuation</b>		<b>Attend to capitalization and punctuation</b>		<b>Attend to capitalization and punctuation</b>		<b>Attend to capitalization and punctuation</b>	
4.2.9 - Identifies semicolons, dashes and hyphens when reading, and use them to assist comprehension		4.2.8 - Uses hyphens to break words at the end of lines, and to make a new word from two related words in own writing		4.2.10 - Uses parentheses appropriately in own writing		4.2.11 - Uses appropriate capitalization and punctuation for referencing oral, print and other media texts	
<b>Present information</b>				<b>Use effective oral and visual communication</b>		<b>Enhance presentation</b>	
4.3.1 - Plans and facilitates small group and short, whole class presentations to share information				4.3.3 - Plans and shapes presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications		4.3.2 - Presents information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience	
<b>Demonstrate attentive listening and viewing</b>				<b>Demonstrate attentive listening and viewing</b>			
4.3.5 - Uses appropriate verbal and nonverbal feedback to respond respectfully				4.3.4 - Anticipates the organizational pattern of presentations, and identify important ideas and supporting details			
 <b>8.ELA.5 Respects, Supports and Collaborates with Others</b>							
<b>Appreciate diversity</b>				<b>Appreciate diversity</b>			
5.1.1 - Compares own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts				5.1.2 - Clarifies and broadens perspectives and opinions, by examining the ideas of others			
<b>Use language to show respect</b>				<b>Celebrate accomplishments and events</b>		<b>Relate texts to culture</b>	
5.1.5 - Uses inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities				5.1.4 - Participates in organizing and celebrating special events, recognizing the appropriateness and significance of the language arts		5.1.3 - Compares ways in which oral, print and other media texts reflect specific elements of cultures or periods in history	
<b>Cooperate with others</b>				<b>Cooperate with others</b>			
5.2.3 - Contributes ideas, knowledge and strategies to identify group information needs and sources				5.2.4 - Organizes and completes tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frame, and reviewing progress			