COURSE STANDARDS AND ANCHORS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA CORE STANDARD
1.2 Reading Informational Text   *Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.*

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea**
  - CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **Text Analysis**
  - CC1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **Analysis Development/Connections**
  - CC1.2.8.C: Analyze how a text makes connections among and between individuals, ideas, or events.

Craft and Structure
- **Point of View**
  - CC1.2.8.D: 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.
- **Text Structure**
  - CC1.2.8 E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
- **Vocabulary**
  - CC1.2.8.F: Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
- **Diverse Media**
  - CC1.2.8.G: Evaluate the advantage s of using different mediums (*e.g. print or digital text, video, multimedia*) to present a particular topic or idea.
- **Evaluating Arguments**
  - CC1.2.8.H: Evaluate an author's argument, reasoning and specific claims for the soundness of the argument and relevance of the evidence.
- **Analysis Across Texts**
  - CC1.2.8.I: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Vocabulary Acquisition and Use
  - CC1.2.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - CC1.2.8.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading
  - CC1.2.8.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- E08.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.
  - Reference:
    - CC.1.2.8.A
    - CC.1.2.8.B
    - CC.1.2.8.C

Craft and Structure
- E08.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.
  - Reference:
    - CC.1.2.8.D
    - CC.1.2.8.E
    - CC.1.2.8.F

Integration of Knowledge and Details
- E08.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.
  - Reference:
    - CC.1.2.8.H
    - CC.1.2.8.I

Vocabulary Acquisition and Use
- E08.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
  - Reference:
    - CC.1.2.8.F
    - CC.1.2.8.J
    - CC.1.2.8.K

ELIGIBLE CONTENT

Key Ideas and Details
- E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E08.B-K.1.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- E07.8-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (*e.g., through comparisons, analogies, categories*).

Craft and Structure
- E08.B-C.2.1.1: 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.
- E08.B-C.2.1.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and reefing a key concept.
- E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Details
- E08.B-C.3.1.1: 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.
- E08.B-C.3.1.2: 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.

Vocabulary Acquisition and Use
- E08.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  a. Use context (*e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
  b. Use common, grade –appropriate Greek or Latin affixes and roots as clues to the meaning of a word (*e.g., belligerent, bellicose, rebel*).
  c. Determine the meaning of technical words and phrases used in a text.
- E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (*e.g., verbal irony, puns*) in context.
  b. Use the relationship between particular words to better understand each of the words.
  c. Distinguish among connotations (associations) of words with similar denotations (definitions) (*e.g., bullheaded, willful, firm, persistent, resolute*).

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: ENGLISH LANGUAGE ARTS	GRADE: 8
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature
Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme**
  - CC.1.3.8.A: 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.
- **Text Analysis**
  - CC1.3.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **Literary Elements**
  - CC1.3.8.C: 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.

Craft and Structure
- **Point of View**
  - CC1.3.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
- **Text Structure**
  - CC1.3.8.E: Analyze the development of the meaning through the overall structure of the text.
- **Vocabulary**
  - CC1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC1.3.8.G: 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, evaluating the choices made by directors or actors.
- **Text Analysis**
  - CC1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Vocabulary Acquisition and Use
- **Strategies**
  - CC1.3.8.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
  - CC1.3.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Range of Reading**
  - CC1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS

Key Ideas and Details
- E08.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
  - Reference:
    - CC.1.3.8.A
    - CC.1.3.8.B
    - CC.1.3.8.C

Craft and Structure
- E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.
  - Reference:
    - CC.1.3.8.D
    - CC.1.3.8.E
    - CC.1.3.8.F

Integration of Knowledge and Details
- E08.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
  - Reference:
    - CC.1.3.8.H

Vocabulary Acquisition and Use
- E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
  - References:
    - CC.1.3.8.F
    - CC.1.3.8.I
    - CC.1.3.8.J

ELIGIBLE CONTENT

Key Ideas and Details
- E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E08.A-K.1.1.2: 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.
- E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure
- E08.A-C.2.1.1: Analyze how differences in the points of view of the characters and the audience or reader (*e.g., created through the use of dramatic irony*) create such effects as suspense or humor.
- E08.A-C.2.1.2: 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.
- E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Details
- E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

Note: "Stories" means narration of events told Through text types of stories, dramas, or poems.

Vocabulary Acquisition and Use

- E08.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
    a. Use context (*e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
    b. Use common, grade appropriate Greek and Latin affixes and roots of a word (*e.g. precede, recede, and secede*).
- E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (verbal irony, puns) in context.
    b. Use the relationship between particular words to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (*e.g., bullheaded, willful, firm, persistent, resolute*).

COURSE: ENGLISH LANGUAGE ARTS	GRADE: 8
STRAND: Writing	TIME FRAME: Year-Long

PA CORE STANDARD

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

Informative/Explanatory
- CC.1.4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, and information clearly.
  - **Focus**
    - CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow.
  - **Content**
    - CC.1.4.8.C: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
  - **Organization**
    - CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
  - **Style**
    - CC.1.4.8.E: Write with an awareness of stylistic aspects of composition.
      a. Use precise language and domain-specific vocabulary to inform about or explain the topic.
      b. Use sentences of varying lengths and complexities.
      c. Create tone and voice through precise language.
      d. Establish and maintain a formal style.
  - **Conventions of Language**
    - CC.1.4.8.F: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative
- CC.1.4.8.G: Write arguments to support claims.
  - **Focus**
    - C.1.4.8.H: Introduce and state an opinion on the topic.
  - **Content**
    - CC.1.4.8.I: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
  - **Organization**
    - CC.1.4.8.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
  - **Style**
    - CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition.
      - Use precise language and domain-specific vocabulary to inform about or explain the topic.
      - Use sentences of varying lengths and complexities.
      - Create tone and voice through precise language.
      - Establish and maintain a formal style.
  - **Conventions of Language**
    - CC.1.4.8.L: Demonstrate a grade appropriate command of the conventions of Standard English grammar,

usage, capitalization, punctuation and spelling.

Narrative
- CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.
  - **Focus**
    - CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
  - **Content**
    - CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - **Organization**
    - CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically, using 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; provide a conclusion that follows from and reflects on the narrated experiences and events.
  - **Style**
    - CC.1.4.8.Q: Write with an awareness of the stylistic aspects of writing
      - Uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.
      - Use sentences of varying length and complexities.
      - Create tone and voice through precise language.
  - **Conventions of Language**
    - CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling.

Response to Literature
- CC.1.4.8.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction texts.

Production & Distribution of Writing
  - **Writing Process**
    - CC.1.4.8.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.
  - **Technology & Publication**
    - CC.1.4.8.U: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
  - **Conducting Research**
    - CC.1.4.8.V: Conduct short research projects to answer a question (including a self- generated question), drawing on several sources and generating additional related, focused questions for multiple avenues of exploration.
  - **Credibility, Reliability, and Validity of Sources**
    - CC.1.4.8.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - **Range of Writing**
    - CC.1.4.8.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

ASSESSMENT ANCHORS

Writing

Text Types and Purposes

- <u>E08.C.1.1</u>: Write arguments to support claims with clear reasons and relevant evidence.
  - Reference:
    - <u>CC.1.4.8.H</u>
    - <u>CC.1.4.8.I</u>
    - <u>CC.1.4.8.J</u>
    - <u>CC.1.4.8.K</u>
- <u>E08.C.1.2</u>: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - Reference:
    - <u>CC.1.4.8.B</u>
    - <u>CC.1.4.8.C</u>
    - <u>CC.1.4.8.D</u>
    - <u>CC.1.4.8.E</u>
- <u>E08.C.1.3</u>: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured sequences.
  - Reference:
    - <u>CC.1.4.8.N</u>
    - <u>CC.1.4.8.O</u>
    - <u>CC.1.4.8.P</u>
    - <u>CC.1.4.8.Q</u>

Language

Conventions of Standard English

- <u>E08.D.1.1</u>: Demonstrate command of the conventions of Standard English grammar and usage.
  - Reference:
    - <u>CC.1.4.8.F</u>
    - <u>CC.1.4.8.L</u>
    - <u>CC.1.4.8.R</u>
- <u>E08.D.1.2</u>: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
  - Reference:
    - <u>CC.1.4.8.F</u>
    - <u>CC.1.4.8.L</u>
    - <u>CC.1.4.8.R</u>

Knowledge of Language

- <u>E08.D.2.1</u>: Use knowledge of language and its conventions.
  - Reference:
    - <u>CC.1.4.8.E</u>
    - <u>CC.1.4.8.K</u>
    - <u>CC.1.4.8.Q</u>

Evidence based analysis of text

- <u>E08.E.1.1</u>: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Reference:
    - <u>CC.1.4.8.B</u>
    - <u>CC.1.4.8.C</u>
    - <u>CC.1.4.8.D</u>
    - <u>CC.1.4.8.E</u>
    - <u>CC.1.4.8.H</u>
    - <u>CC.1.4.8.I</u>

▪	CC.1.4.8.J
▪	CC.1.4.8.K
▪	CC.1.4.8.S

Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.

ELIGIBLE CONTENT

Writing

Text Types and Purposes

- E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
- E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- E08.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- E08.C.1.1.4: Establish and maintain a formal style.
- E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.
- E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.
- E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details quotations, or other information and examples.
- E08.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E08.C.1.2.4: Use precise language and domain- specific vocabulary to inform about or explain the topic.
- E08.C.1.2.5: Establish and maintain a formal style.
- E08.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.
- E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain a controlling point.
- E08.C.1.3.2: Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events and/or characters.
- E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time-frame or setting to another, and to show the relationships among experiences and events.
- E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E08.C.1.3.5: Provide a conclusion that follows from and reflects on narrated experiences or events.

Language

Conventions of Standard English

- E08.D.1.1.1: Explain the function of verbal's (*i.e. gerunds, participles, infinitives*) in general and their functions in particular sentences.
- E08.D.1.1.2: Form and use in the active and passive voice.
- E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional and subjunctive mood.
- E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice adnmood.*
- E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.*
- E08.D.1.1.7: Recognize and correct vague pronouns (*i.e., ones with unclear or ambiguous antecedents*).*
- E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.*
- E08.D.1.1.9: Produce completed sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
- E08.D.1.1.10: Correctly use frequently confused words (*e.g., to, too, two; there, their, they're*).
- E08.D.1.1.11: Ensure subject-verb and pronoun- antecedent agreement.*
- E08.D.1.2.1: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- E08.D.1.2.2: Use an ellipsis to indicate and omission.

- E08.D.1.2.3: Spell correctly.
- E08.D.1.2.4: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- E08.D.1.2.5: Use punctuation to separate items in a series.*

Knowledge of Language
- E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (*e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact*).
- E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener, interest, and style.*
- E08.D.2.1.4: Maintain consistency in style and tone.*
- E08.D.2.1.5: Choose punctuation for effect.*
- E08.D.2.1.6: Choose words and phrases for effect.*

Text Dependent Analysis
Evidence-Based Analysis of Text
- E08.E.1.1.1: Introduce text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- E08.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).
- E08.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- E08.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E08.1.1.5: Establish and maintain a formal style.
- E08.1.1.6: Provide a concluding section that follows from the analysis presented.

COURSES: ENGLISH LANGUAGE ARTS	GRADE:8
STRAND: Speaking & Listening	TIME FRAME: Year-Long

PA CORE STANDARD

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.8.A: Engage effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on other's ideas and expressing their own clearly.
- **Evaluating Information**
  - CC.1.5.8.B: Analyze for the purpose of information presented in diverse media formats (*e.g., social, commercial, political*) behind its presentation.
- **Critical Listening**
  - CC.1.5.8.C: Delineate a speaker's argument and specific claims by evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.8.D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **Context**
  - CC.1.5.8.E: Adapt speech to a variety of contexts and tasks.

Integration of Knowledge and Ideas
- **Multimedia**
  - CC.1.5.8.F: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
- **Conventions of Standard English**
  - CC.1.5.8.G: Demonstrate command of the conventions of Standard English when speaking based on a grade 8 level and content.

ASSESSMENT ANCHORS
• **Pending Creation of PDE document—Currently not a Keystone Exam module**

KEYSTONE ELIGIBLE CONTENT OBJECTIVES
• **Pending Creation of PDE document—Currently not a Keystone Exam module**

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**

UNIT 1: AMERICA AND ITS AUTHORS

KEY CONCEPTS: America and Its Authors
This four-week unit allows student reflections on the settings of stories and events—including poems, short stories and nonfiction.

THEME: In this unit, students explore literary elements such as characters, theme, setting, plot, imagery, tone, point-of-view, author's purpose, etc. Students examine how text structures contribute to story development. They identify and explain the characteristics of different genres. Students work on citing textual evidence that reveals setting and character traits.

ESSENTIAL QUESTION: How are literary elements demonstrated in various genres of literature?

UNIT OBJECTIVES:
- Compare and contrast story characters, plots, themes, and settings from work by American authors.
- Distinguish between explicit and implicit ways of describing the effect of setting on characters, plots, and themes.
- Analyze the ways in which the structure of a work affects how the setting is conveyed.
- Prepare, organize, and present literary interpretation.
- Analyze text for evidence to support inferences and arguments.
- Write poetry and perform it for classmates.
- Utilize a variety of strategies to read unfamiliar words and build vocabulary.
- Analyze the structure of the writer.
- Define and identify topic sentences.
- Define related words and identify their parts of speech.

TERMINOLOGY:
- Genre
- Explicit textual evidence
- Implicit textual evidence
- Setting
- Text structures
- Characterization
- Plot
- Suspense
- Mood
- Point-of-view
- Topic sentence

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:
((E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Literature
- **Poetry**
  - "Taught Me Purple" by Evelyn Tooley Hunt
  - "The City Is So Big" by Richard Garcia
  - "Those Winter Sundays" by Robert Hayden
- **Short Stories**
  - "The Tell-Tale Heart" by Edgar Allen Poe (E)
  - "Charles" by Shirley Jackson (E)

Informational Texts
- **Nonfiction**
  - "Debbie" by James Herriot (E)
  - "The Street" by Richard Wright(E)

Art, Music and Media
- **Media**
  - Tell-Tale Heart
    (Tell-Tale Heart video animated film version available at http://www.youtube.com)

OPTIONAL TEXT
- **Poetry**
  - "Mending Wall" by Robert Frost
- **Literature**
  - "Raymond's Run" by Toni Cade Bambara

INFORMATIONAL TEXT
- **Nonfiction**
  - "Darkness at Noon" by Harold Krents
  - "Forest Fire" by Anais Nin
- **Supplemental Tens Novels**
  - Blackwater, Eve Bunting
  - Brian's Winter, Gary Paulsen
  - Buried Onions, Gary Soto
  - Dicey's Song, Cynthia Voigt
  - Go Ask Alice, Anonymous
  - Holes, Louis Sachar
  - Homecoming, Cynthia Voigt
  - Night John, Gary Paulsen
  - Scorpions, Walter Dean Meyers
  - Slam!, Walter Dean Meyers
  - Soldier X, Don Wulffson
  - Soldier's Heart, Gary Paulsen
  - Speak, Anderson
  - Swallowing Stones, Joyce McDonald
  - They Cage the Animals, Jennings Michael
  - At Night, Burch
- **Anthologies**
  - Family Matters – Perfection Learning
  - Timeless Voice, Timeless Themes – Prentice Hall Literature

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**

UNIT 2: A FOCUS ON SPEECHES AND MEMOIRS

KEY CONCEPTS: A Focus on Speeches and Memoirs
This four-week unit of eighth grade will allow students to explore historical events through the analysis of speeches and memoirs.

THEME: Students read historical speeches and then have an opportunity to listen to oral presentation via media sources. They will analyze how the reading and listening to a text can enhance a student's learning experience. Students will also evaluate author's techniques for grabbing reader attention through the analysis of memoirs and speeches. This unit ends with an informative/explanatory essay after research of a historical event or the construction of a persuasive essay/speech.

ESSENTIAL QUESTION: How does learning through literature differ from learning through informational text?

UNIT OBJECTIVES:
- Identify writer's purpose and how it is conveyed by the speakers.
- Compare and contrast two speeches by political figures.
- Discuss how creating a sound argument is essential to engaging listeners in a speech.
- Analyze how reading a memoir helps to enhance an individual's understanding of history.
- Conduct an in-depth research project on a historical event of choice.
- Utilize the writing process to improve writing skills.

TERMINOLOGY:
- Tone
- Repetition
- Perspective
- Point of View
- Figurative Language
- The Writing Process: Brainstorming, Prewriting, Revising, Editing, Final Copy, Publishing

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:

((E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Literature
- **Poetry**
  - o "Caged Bird" (Maya Angelou)
- **Memoir**
  - o "I Know Why the Caged Bird Sings" (Maya Angelou)

Informational Texts
- **Speeches**
  - o "I Have a Dream" by Martin Luther King Jr.
  - o "Pearl Harbor Speech" or "Infamy" by Franklin D. Roosevelt
- **Biographies**
  - o America's Paul Revere (Esther Forbes and Lynd Ward)
- **Nonfiction**
  - o "Darkness at Noon" by Harold Krents

Art, Music and Media
- **Media**
  - o Online biography Maya Angelou http://www.biography.com/people/maya-angelou-9185388
  - o Martin Luther King Jr. 'I Have a Dream' speech video, complete text and audio http://www.wptv.com/dpp/news/national/martin-luther-king-jr-i-have-a-dream-speech-video-complete-text-and-audio
  - o FDR Asks Congress to Declare War on Japan http://www.history.com/topics/pearl-harbor/speeches#fdr-asks-congress-to-declare-war-on-japan\

ADDITIONAL RESOURCES
- 15 Historical Events that Fascinate Us (Frikoo.Com)
- Maya Angelou by Patricia Kirkpatrick
- Maya Angelou by Patricia Kite
- Black Americans of Achievement by Miles Shapiro

INFORMATIONAL TEXT
- **Anthologies**
  - o Timeless Voice, Timeless Themes – Prentice Hall Literature

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**

UNIT 3: THE HOLOCAUST

KEY CONCEPTS: The Holocaust
This eight-week unit will reflect on the Holocaust and provide an opportunity to explore fiction and nonfiction work from a historical perspective.

THEME: Students read works of historical fiction and nonfiction and discuss how authors' perspectives might produce accounts of historical events that differ from what actually happened. Students work collaboratively to reconcile different authors' points of view and discuss why these differences occur. Students read The Diary of Anne Frank and selections from the anthology, Voices of the Holocaust. They study the actual events of that time period to consider the effect that literature can have on historical memory. Students will research the time period and share their findings through class discussions and presentations. Students will analyze how the use of flashback can create a sense of suspense in the reader/listener. They will pay special attention to diction and how connotation may be enhanced through tone and inflection.

ESSENTIAL QUESTION: Why is it important to learn about the events of the past to ensure a better future for society?

UNIT OBJECTIVES:
- Compare and contrast characters, plots, themes, and settings from various genres related to the history of the Holocaust.
- Analyze how historical fiction and nonfiction connect to themes, patterns of events, or character types.
- Determine the author's point of view in two texts about the same topic and discuss the effect it has on the work.
- Conduct research on a historical event of this time period and connect the information learned to the historical literature studied.
- Read and discuss a variety of dramatic fiction and nonfiction, including plays, short stories and poetry.
- Analyze how particular lines of dialogue propel the action and reveal aspects of a character.
- Compare and contrast characters, plots, themes, settings, and literary techniques used in a play.

TERMINOLOGY:
- Drama
- Character types
- Historical fiction
- Patterns of events
- Point of view
- Dialogue/monologue

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:
((E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

REQUIRED: Voices of the Holocaust

Literature
- **Poetry**
  - Selections from Voices of the Holocaust:
    - "An Anti-Semitic Demonstration" by Gail Newman
    - "Crystal Night" by Lyn Lifshin
    - "The Little Boy with His Hands Up" by Yala Korwin
    - "Saving the Children" by Frieda Singer
    - "The Survivor" by John C. Pine
- **Stories**
  - Selections from Voices of the Holocaust:
    - "Broken Glass, Broken Lives" by Arnold Geier
    - "Address Unknown" by Kressmann Taylor
    - "A Spring Morning" by Ida Fink
    - "The Ball" by Hans Peter Richter

Informational Texts
- **Biographies**
  - Various selections available for classroom use from the PMSD library.
- **Nonfiction**
  - Selections from Voices of the Holocaust, including:
  - "Anti-Semitism: A History of Hate"
  - "Serving My Fuhrer" by Eleanor Ayer
  - "A White Rose, Long Live Freedom" by Jacob G. Hornberger
  - "A Survivor Remembers" by Berek Latarus
  - "Rescue in Denmark" by Harold Flender
  - "The Warsaw Ghetto Uprising" by Reuben Ainsztein
  - "The Test Case" by Simon Wiesenthal
  - Children's Book
    - Terrible Things: An Allegory of the Holocaust by Eve Bunting

Art, Music and Media
- **Art**
  - Ben Shahn, WARSAW (1952)

OPTIONAL TEXT
- **Anthologies**
  - Prentice Hall Literature
  - The Diary of Anne Frank by Frances Goodrich and Albert Hackett
  - Voices of the Holocaust

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**

UNIT 4: AUTHORS AND ARTISTS

KEY CONCEPTS: Authors and Artists
This fourth four-week unit of eighth grade examines the similarities between literary authors and artists.

THEME: In this unit, students step back and consider the motivations of authors and artists alike: What inspires artists? Are their inspirations similar or different? How is the process of creating a painting or sculpture similar to and different from the process of writing a story or poem? Students read books written about artists and study artwork found in museums across America. Students work with classmates to discern the unspoken meaning in literature and art. Students also discuss illustrations and other forms of commercial art, looking for differences and similarities in fine and commercial art, in terms of both its motivation and its presentation. They write an informative/explanatory essay about an artist of interest. The unit ends with an informative/explanatory essay in response to the essential question: How are artists and authors similar?

ESSENTIAL QUESTION: How are artists and authors similar?

UNIT OBJECTIVES:
- Determine an author's point of view in a text, compare it with an artist's perspective in a work of art, and discuss the effect that perspective has on the work.
- Compare and contrast authors' and artists' motivations for creativity.
- Conduct research on an artist of choice; define and refine a research question as research proceeds.
- Determine the meaning of words and phrases as they are used to describe authors and artists, including figurative and technical vocabulary.

TERMINOLOGY:
- Biography
- Humor
- Irony
- Mood
- Perspective
- Point of view
- Style
- Tone

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:
((E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Literature
- **Poetry**
  - "Harlem Night Song" (Langston Hughes) Prentice Hall Literature, Timeless Voices, Timeless Themes pages 834-835
  - "Life is Fine" (Langston Hughes)
  - "We Real Cool" (Gwendolyn Brooks)
- **Stories**
  - "Thank You M'am" (Langston Hughes) Prentice Hall Literature, Timeless Voices, Timeless Themes pages 172-176
- **Anthologies**
  - Timeless Voices, Timeless Treasures Bronze Level

ONLINE
(Teacher recommended digital resources.)
- Harlem Renaissance Resources: http://www.readwritethink.org/files/resources/lesson_images/lesson252/websites.html
- A Guide to Harlem Renaissance Materials http://www.loc.gov/rr/program/bib/harlem/harlem.html
- Rhapsodies in Black: Artists of the Harlem Renaissance http://www.iniva.org/harlem/home.html
- The Harlem Renaissance http://historyoftheharlemrenaissance.weebly.com/artists.html
- Read Write Think http://www.readwritethink.org/classroom-resources/lesson-plans/harlem-renaissance-retrospective-connecting-252.html?tab=3#tabs

ADDITIONAL RESOURCES:
- Websites related to African American history
  - http://memory.loc.gov/ammem/aaohtml/exhibit/aointro.html
- Reconstruction: The Second Civil War
  - http://www.pbs.org/wgbh/amex/reconstruction/
- Websites related to the Harlem Renaissance
  - http://www.loc.gov/rr/program/bib/harlem/harlem.html
  - http://165.29.91.7/classes/humanities/amstud/97-98/harren/HARREN.HTM
  - http://www.iniva.org/harlem/home.html
  - http://www.si.umich.edu/chico/Harlem/
  - http://artsedge.kennedy-center.org/exploring/harlem/
- Jacob Lawrence websites
  - http://www.whitney.org/jacoblawrence/meet/index.html
  - http://www.whitney.org/jacoblawrence/art/index.html
  - http://www.phillipscollection.org/research/over_the_line/index.html
  - http://www.seattleartmuseum.org/exhibit/exhibitDetail.asp?WHEN=&eventID=2923
  - http://www.pbs.org/newshour/bb/remember/jan-june00/lawrence_6-13.html
- William H. Johnson websites
  - http://www.whjohnsongrant.org/whjohnson.html
  - http://americanart.si.edu/education/johnson/index.html
  - http://www.iniva.org/harlem/william.html
  - http://americanart.si.edu/exhibitions/online/highlights/artworks.cfm?id=AA&StartRow=31
  - http://www.founders.howard.edu/hucollection/JohnsonWilliamH1.htm
- Duke Ellington websites
  - http://dellington.org/
  - http://www.pbs.org/jazz/biography/artist_id_ellington_duke.htm
  - http://library.thinkquest.org/10320/Ellingtn.htm
  - http://lcweb.loc.gov/exhibits/odyssey/archive/08/0811001r.jpg
- Bessie Smith websites
  - http://www.pbs.org/jazz/biography/artist_id_smith_bessie.htm

- http://library.thinkquest.org/2667/Smith.htm
- http://www.rockhall.com/hof/inductee.asp?id=190
- http://www.library.csi.cuny.edu/dept/history/lavender/386/bsmith.html
- Langston Hughes websites
  - http://www.poets.org/poets/poets.cfm?45442B7C000C0E01
  - http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/hughes
  - http://www.pbs.org/wnet/ihas/poet/hughes.html
  - http://www.howard.edu/library/Reference/Guides/Hughes/
- Countee Cullen websites
  - http://www.english.uiuc.edu/maps/poets/a_f/cullen/cullen.htm
  - http://www.poets.org/poet.php/prmPID/55
  - http://www.afropoets.net/counteecullen.html
  - http://newdeal.feri.org/magpie/docs/42winp19.htm

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	**GRADE: 8**

UNIT 5: DRAMATICALLY SPEAKING

KEY CONCEPTS: Dramatically Speaking
This eight-week unit of eighth grade continues an examination of the arts, focusing on the dramatic performance of plays, speeches, and poems.

THEME: In this unit, students read Romeo and Juliet by William Shakespeare and compare it to a film with a similar theme. They read and perform drama and poetry. While exploring the different genres, students analyze lines of dialogue, scenes, or words that are critical to the development of the story or message. They analyze how the use of foreshadowing can create a sense of suspense in the reader/listener. They pay special attention to diction and how connotation may be enhanced through tone and inflection. Students must also choose a genre that they prefer and defend that choice, strengthening their skills at writing arguments. Finally, this unit ends with an informative/explanatory essay in response to the essential question: How is reading a poem or a script for a play different from performing it?

ESSENTIAL QUESTION: How is reading a poem or a script for a play different from performing it?

UNIT OBJECTIVES:
- Read and discuss a variety of dramatic fiction and nonfiction about plays, playwrights, and poets.
- Analyze how particular lines of dialogue propel the action and reveal aspects of a character.
- Compare and contrast characters, plots, themes, settings, and literary techniques used in plays and films.
- Analyze the extent to which a filmed or radio production of Romeo and Juliet stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- Conduct research on a playwright or public speaker of choice.
- Perform for classmates in a variety of styles (e.g., *drama and poetry*).
- Participate in group discussions and critically evaluate classmates' arguments.

TERMINOLOGY:
- Dialogue
- Diction
- Drama
- Foreshadowing
- Monologue
- Screenplay
- Script
- Staging
- Dramatic irony
- Figurative language

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:

((E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Literature

- **Drama**
  - **REQUIRED**: Romeo and Juliet by William Shakespeare

Informational Texts

- Various informational texts about William Shakespeare, Elizabethan Era, The Globe Theater, Renaissance

Art, Music and Media

- **Film**
  - Franco Zeffirelli, dir., Romeo and Juliet (1968)
  - Baz Luhrmann, dir., Romeo and Juliet (1996)
  - Jerome Robbins and Robert Wise, dir., West Side Story (1961)

CONTENT UNITS	
COURSE: ENGLISH LANGUAGE ARTS	GRADE: 8

UNIT 6: "THE ROAD NOT TAKEN"

KEY CONCEPTS: "The Road not Taken"
This eight-week unit of eighth grade encourages students to explore their strengths by reading about strong characters who venture against conventional wisdom in search of the greater good.

THEME: The stage is set by Robert Frost's poem, "The Road Not Taken." Although students read from classic and contemporary literature, writing and class discussions focus on how literature helps us define the tension between the needs of the individual and the greater good of society. The goal of this unit is for students not only to apply the reading, writing, speaking, and listening strategies and skills they have learned, but also to analyze how authors use allegory, symbolism, and satire to affect the reader. As a final reading, students will revisit "The Road Not Taken" in order to see how this unit leads to a deeper understanding of the poem. This unit ends with an essay in response to the essential question. (The essay is followed with a choice for students: to write their own narratives or to create their own multimedia presentations that demonstrate what they have learned.)

ESSENTIAL QUESTION: How is reading a poem or a script for a play different from performing it?

UNIT OBJECTIVES:
- Read and discuss a variety of novels that reveal, explicitly or implicitly, "the greater good."
- Experiment with performing poetry in a variety of styles and discuss how these changes affect its interpretation.
- Compare and contrast characters, plots, themes, settings, and literary techniques used in the stories read.
- Analyze how particular lines of dialogue in literature propel the action and reveal aspects of a character.
- Analyze how writing styles and literary techniques, such as symbolism or satire, are used and how their use affects meaning and reader engagement.
- Write a variety of responses to literature and informational text.
- Analyze the extent to which a filmed version of a story stays faithful to or departs from the text, evaluating the choices made by the director or actors.
- Create a multimedia presentation on "the greater good" where the message is either explicitly stated or implied.

TERMINOLOGY:
- Allegory
- Hero/heroine
- Satire
- Strength of character
- Symbolism
- Style
- Irony

ACTIVITIES / ASSESSMENTS / RESOURCES

PRIMARY RESOURCES:
((E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.)

Literature
- **Poetry**
  - "The Road Not Taken" (Robert Frost) (E) in Prentice Hall Literature Timeless Voices, Timeless Themes Silver Level page 44-45
  - "All But Blind" by Walter de la Mare in Prentice Hall Literature Timeless Voices, Timeless Themes Silver Level page 46
  - "The Choice" by Dorothy Park in Prentice Hall Literature Timeless Voices, Timeless Themes Silver Level page 48
  - "Dusting" by Julia Alvarez in Decisions, Decisions.
  - "Traveling Through the Dark" by William Stafford in Decisions, Decisions
  - "The Order of Things" by Michel Foucault in Decisions, Decisions
- **Stories**
  - "Flowers for Algernon" by Daniel Keyes in Prentice Hall Literature Timeless Voices, Timeless Themes Silver Level page182
  - "The Pedestrian" by Ray Bradbury
  - "Eleven" by Sandra Cisneros

Informational Texts
- **Nonfiction**
  - "The Front of the Bus" by Rosa Parks from Decisions, Decisions

Art, Music and Media
- **Art**
  - Artemisia Gentileschi, Self-Portrait as the Allegory of Painting (1638-1639)
  - Diego Velázquez, Juan de Pareja (1650)
- **Film**
  - Peter Weir, dir, The Truman Show (1998)
  - Ralph Nelson, dir, Charly (1968)
  - Jeff Blecker,, dir, Flowers for Algernon (2000)

Optional Text
- **Anthologies**
  - Decisions Decisions, Perfection Learning (2000)
  - Prentice Hall Literature Timeless Voices, Timeless, Siliver Level (2002)

Additional Activities / Assessments / Resources

TEACHER CREATED MATERIALS
- Charts
- Diagrams
- Discussion questions
- Double entry journals
- Excerpts
- Graphic organizers
- Historical fiction
- Interviews
- Open ended question
- Outlining
- Picture starters
- PowerPoint presentations
- Quotations

- Skill and Drill
- Worksheets to introduce individual reading skills
- Timelines
- Vocabulary journals
- Writing starters

ONLINE
(Teacher recommended digital resources.)
- **Examples:**
    - www.barleyby.com
    - www.ducksters.com
    - www.gutenberg.org
    - www.kahnacademy.org
    - www.Lit2go.com
    - www.literature.org
    - www.promethanplanet.com
    - www.teachertube.com
    - www.unitedstreaming.com
    - www.youtube.com

UTILIZATION OF SPECIALIZED STAFF AS NEEDED
- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Related Arts Teachers
- Special Education Teachers

ASSESSMENTS
- Academic history review of each student
- Benchmark assessment
- Collaborative learning
- Course final exam
- End of unit test
- Formative
- Graphic organizers
- Individual or group projects and presentations using PowerPoint and Microsoft Publisher
- Individual or group vocabulary projects and presentations
- Journals/logs
- Keystone
- Outline
- Passage checks
- Portfolio
- PSSA
- Rubric
- Study Island
- Summative
- Surveys, polls and exit slips
- Teacher observation
- Ticket out
- Diagnostic

- o CDTs – ALL LEVELS
- o IRI – (INDIVIDUAL READING INVENTORY)
- o KWL
- o OER'S – RELEASED ITEMS (OPEN ENDED RESPONSES)
- o SORT – (SLOSSON ORAL READING TEST)
- o STAR – AS ADMINISTERED AND INDIVIDUAL EVALUATION BY READING SPECIALIST
- o STUDY ISLAND BENCHMARKS

REMEDIATION
(Remediation and Enrichment may be driven by IEP and GIEP documents or may be provided on an as needed/requested basis).

- Adapted assignments
- Apprentice text
  (Apprentice text is a short, one- to four-paragraph passage on the students' independent level devoted to bridging the gap between the introduction of the standard- and grade-level application.)
- Appropriate accommodations
- Assessment of improvement
- Colored highlighters for focus
- Diagnostics to evaluate need
- Differentiation within texts/assignments
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach *(i.e. VAKT – visual auditory kinesthetic and tactile)*
- Individual conferences
- Multi-modal approach
- One-on-one instruction
- Process Skill Builders – Pre and Post-reading process
- Qualifying students receive Wilson or Just Words
- Reinforcement
- Remediation of skill areas
- Re-teaching challenging concepts to gain mastery
- SAS Portal as directed by CDTs
- Study Island
- Teachertube.com
- Word analysis mini lessons

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                            ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

INSTRUCTIONAL STRATEGIES AND TOOLS

- Access and Conquer-Graphic Strategy
- Anticipation guides
- Baseline information for text
- Class discussion
- Close Reading
  (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided Questioning
- Integrated Skill Practice
- Integrated technology and 21st century skills

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Personal dictionaries
- Read it, write it, link it
- Read/Evaluate/Write
- Rituals
- Rituals as learning tools
- Skill/Drill for texts
- Think Aloud
- Think/pair/share
- Thinking Maps
- Writing Journals

ENRICHMENT
- Extending skills to the next level of complexity
- Furthering discussion and activities
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Posting resources for further study
- Preview college professor's online notes and study guides

SCOPE AND SEQUENCE FOR SECONDARY ELA RESEARCH

Grade 7	Grade 8
Ask research questions as an individual based on personal and/or academic interests.	Ask research questions as an individual based on personal and/or academic interests and generate related research questions.
Brainstorm sources and choose the best sources dependent on the topic.	Brainstorm sources and choose the best sources dependent on the topic.
Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).	Locate and access information in print and online and use a method to save and organize information for research (source cards, note cards, online bookmarking, etc.).
Understand the difference between secondary and primary sources and use print and online means to access both when needed.	Understand the difference between secondary and primary sources and use print and online means to access both when needed.
Access the library's online databases and perform keyword searches for research topics.	Access the library's online databases and perform keyword searches for research topics.
Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.	Understand what makes a source of information trustworthy (timeliness, reliability, authority, and purpose) and compare sources to one another for use.
Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.	Identify and locate the title, author, date of publication, type of source, and page number of a work to give credit in parenthetical citations and works cited page.
Generate original publications, artifacts, projects, and/or presentations as a result of research. Formal written research paper should be 1-2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.	Generate original publications, artifacts, projects, and/or presentations as a result of research and share with peers and the school community as appropriate. Formal written research paper should be at least 2 pages in length and include at least 3 cited sources and a works cited page. Presentations should be at least 3 minutes long.
Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.	Adhere to established MLA rules for citation and quotation of print and electronic sources, including books, articles, websites, images, and media, to prevent plagiarism and/or copyright infringement.
Adhere to established MLA rules for punctuation, document layout, page formatting and organization.	Adhere to established MLA rules for punctuation, document layout, page formatting and organization.

COURSE: English Language Arts	GRADE(S): 8

REQUIRED LITERARY WORKS

Voice of the Holocaust
Romeo and Juliet by William Shakespeare
The Giver by Lois Lowry

SUPPLEMENTAL LITERARY WORKS

Supplemental Tens Novels
The Diary of Anne Frank
Blackwater
Brian's Winter
Buried Onions
Dicey's Song
Go Ask Alice
Holes
Homecoming
Night John
Scorpions
Slam!
Soldier X
Soldier's Heart
Swallowing Stones
They Cage the Animals
At Night
The Red Badge of Courage
Fever 1793

Grades 6–8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences (*African savannas are full of wildlife.*)	multiple related simple sentences (*African savannas are full of life. Explore Tanzania.*)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique **and** they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses (*A variety of wildlife live in the savanna **such as...***)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***Since** it's an ecosystem, it has a variety of...*)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (*The Black Rhino is at risk of extinction, **unless...***)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (*don't be late for class*)	a growing number of words and phrases in a variety of contexts (*inside the membrane*)	an expanding number of words and phrases including idioms and collocations (*gravity is bringing me down*)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (*at the speed of light*)	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (*trembling in the corner, pounding rain, the whisper of dragonfly wings*)

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First...Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence...)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas (*scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system*)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (*The main character is Harry. He is a wizard.*)	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are... They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are...*)	compound sentences with frequently used ways of combining clauses (*They fight the forces of evil, **yet** they can't overcome them.*)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when**...*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (*When Harry is close to Voldemort, his scar throbs.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (*order of operations, on page 12*)	a growing repertoire of words and phrases with growing precision (*kinetic energy, law of motion*)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (*love-hate relationship*)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (*fill the beaker to the top line*)	a variety of words and phrases, including evaluation and obligation, with precision (*stupid test, we should figure this out*)	a wide variety of words and phrases with precision (*weighing 4.4 pounds on Earth, wrong answer*) according to the genre, purpose and discipline