

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 8

Course Number: 00039

Course Prerequisites: English Language Arts 7

Course Description: Grade 8 students will learn to communicate effectively and build upon skills in the areas of reading, writing, speaking, and listening. This curriculum ensures that students gain adequate exposure to a range of genres, texts, and tasks in both fiction and nonfiction. Students will demonstrate increased sophistication in all aspects of language use, from vocabulary and grammar to the development and organization of ideas in writing. Students will engage in a wide range of speaking and listening activities to effectively share their ideas and critically evaluate and interpret the assertions made by others. An emphasis is placed on rigor, higher order thinking skills, employing strategies, and integrating all communication skills.

Suggested Grade Level: Grade 8

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

English Language Arts 8, Reading Specialist PK-12, or Communications 7-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Choose an item.

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01036

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Into Literature
Publisher: Houghton Mifflin Harcourt
ISBN #: 978-1-328-47479-7
Copyright Date: 2020
WCSD Board Approval Date: 6/29/2020

Supplemental Materials: [Click or tap here to enter text.](#)

Required	
Drama: Diary of Anne Frank	
Novels that may be read in class (minimum of 2): Stargirl My Brother Sam is Dead Seedfolks Reaching Out The Call of the Wild The Hobbit Devil's Arithmetic Book Thief The Black Pearl Star Telegram Rocket Boys Monster Glory Fields Gathering Blue The House on Mango Street	
Oral Component	Written Component
One or more of the following: Oral book reports Drama reading Presentation of given project Speeches	Multiple Constructed Responses Informative Essay Argumentative Essay Narrative Essay Text Dependent Analysis

Curriculum Document

WCSD Board Approval:

Date Finalized: 6/5/2020
Date Approved: 6/29/2020
Implementation Year: 2020-2021

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
I. Reading Process		Choose an item. Choose an item.
A. Before Reading: Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, choose a plan)		September Choose an item.
B. During Reading: Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text)		September Choose an item.
C. After Reading: Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, comprehension activities)		November Choose an item.
II. Reading Standards: Literature Text – Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	CC.1.3 E08.A	January Choose an item.
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.	E08.A-K.1.1	January Choose an item.
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.1.1.1 CC.1.3.8.B	January Choose an item.
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.1.1.2 CC.1.3.8.A	January Choose an item.

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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.	E08.A-K.1.1.3 CC.1.3.8.C	February Choose an item.
B. Craft and Structure: Demonstrate understanding of craft and structure in literature.	E08.A-C.2.1	Choose an item. Choose an item.
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.2.1.1 CC.1.3.8.D	October Choose an item.
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.2.1.2 CC.1.3.8.E	October Choose an item.
3) Determine how the author uses the meaning of words and 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.	E08.A-C.2.1.3 CC.1.3.8.F	January Choose an item.
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between and/or among texts.	E08.A-C.3	Choose an item. Choose an item.
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 the text types of stories, dramas, or poems.	E08.A-C.3.1.1 CC.1.3.8.H	March Choose an item.
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in literature.	E08.A-V.4.1	Choose an item. Choose an item.
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.	E08.A-V.4.1.1 CC.1.3.8.1	November Choose an item.
2) 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.	E08.A-V.4.1.1.a	October Choose an item.
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E08.A-V.4.1.1.b	March Choose an item.
4) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E08.A-V.4.1.2	February Choose an item.

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5) Interpret figures of speech (e.g., verbal irony, puns) in context.	E08.A-V.4.1.2.a	March Choose an item.
6) Use the relationship between particular words to better understand each of the words.	E08.A-V.4.1.2.b	December Choose an item.
7) Distinguish among the connotations of words with similar denotations.	E08.A-V.4.1.2.c	October Choose an item.
8) Analyze the influence of the words and phrases in a text, including figurative and connotative meanings and how they shape meaning and tone.	C.C.1.3.8.F	September Choose an item.
9) 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 the comprehension or expression.	C.C.1.3.8.J	April Choose an item.
E. Range of Reading and Level of Text Complexity	CC.1.2.8.L	
1) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.8.L	April Choose an item.
III. Reading Standards: Informational Text – Students read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	CC.1.2 E08.B	
A. Key Ideas and Details: Demonstrate understanding of key ideas and details in informational texts.	E08.B-K.1.1	December Choose an item.
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.1.1.1 CC.1.2.8.B	December Choose an item.
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.	E08.B-K.1.1.2 CC.1.2.8.A	December Choose an item.
3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	E08.B-K.1.1.3 CC.1.2.8.C	December Choose an item.
B. Craft and Structure: Demonstrate understanding of craft and structure in informational texts.	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.2.1.1 CC.1.2.8.D	November Choose an item.

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2) Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	E08.B-C.2.1.2 CC.1.2.8.E	November Choose an item.
3) Determine how the author uses the meaning of words and phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	E08.B-C.2.1.3 CC.1.2.8.F	November Choose an item.
C. Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among informational texts.	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.3.1.1 CC.1.2.8.H	April Choose an item.
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.	E08.B-C.3.1.2 CC.1.2.8.1	April Choose an item.
D. Vocabulary Acquisition and Use: Demonstrate understanding of vocabulary and figurative language in informational texts.	E08.B-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.	E08.B-V.4.1.1 CC.1.2.8.K	November Choose an item.
2) 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.	E08.B-V.4.1.1.a	November Choose an item.
3) Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	E08.B-V.4.1.1.b	November Choose an item.
4) Determine the meaning of technical words and phrases used in a text.	E08.B-V.4.1.1.c CC.1.2.8.F	November Choose an item.
5) Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	E08.B-V.4.1.2	November Choose an item.
6) Interpret figures of speech (e.g., verbal irony, puns) in context.	E08.B-V.4.1.2.a	November Choose an item.
7) Use the relationship between particular words to better understand each of the words.	E08.B-V.4.1.2.b	November Choose an item.
8) Distinguish among the connotations of words with similar denotations.	E08.B-V.4.1.2.c	November Choose an item.

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9) 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 the comprehension or expression.	C.C.1.3.8.J	November Choose an item.
E. Range of Reading and Level of Text Complexity		
1) Read and comprehend literary nonfiction and information text on grade level, reading independently and proficiently.	CC.1.2.8.L	November Choose an item.
IV. Writing Standards: Students write for a different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4	
A. Text Types and Purposes – <u>Opinion/Argumentative</u>: Write arguments to support claims with clear reasons and relevant evidence.	E08.C.1.1	March Choose an item.
1) Focus and Organization: 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 reasons and evidence.	E08.C.1.1.1 CC.1.4.8.H CC.1.4.8.1 CC.1.4.8.J	March Choose an item.
2) Content: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	E08.C.1.1.2	March Choose an item.
3) Organization: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	E08.C.1.1.3	March Choose an item.
4) Style: Establish and maintain a formal style.	E08.C.1.1.4	March Choose an item.
5) Organization: Provide a concluding section that reinforces the claims and reasons presented.	E08.C.1.1.5	March Choose an item.
6) Organization: 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.	CC.1.4.8.J	March Choose an item.

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7) Style: 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.	CC.1.4.8.K	March Choose an item.
B. Text Types and Purposes: Informative/Explanatory: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	E08.C.1.2	December Choose an item.
1) Focus and Organization: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	E08.C.1.2.1 CC.1.4.8.B	December Choose an item.
2) Content: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	E08.C.1.2.2 CC.1.4.8.C	December Choose an item.
3) Organization: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.C.1.2.3 CC.1.4.8.D	December Choose an item.
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic.	E08.C.1.2.4	December Choose an item.
5) Style: Establish and maintain a formal style.	E08.C.1.2.5	December Choose an item.
6) Organization: Provide a concluding section that follows from and supports the information or explanation presented.	E08.C.1.2.6	December Choose an item.
7) Organization: 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.	CC.1.4.8.D	December Choose an item.
8) Style: 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.	CC.1.4.8.E	December Choose an item.

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C. Text Types and Purposes- <u>Narrative</u>: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	E08.C.1.3	October Choose an item.
1) Focus and Organization: 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.	E08.C.1.3.1 CC.1.4.8.N CC.1.4.8.P	October Choose an item.
2) Content: Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.	E08.C.1.3.2 CC.1.4.8.O	October Choose an item.
3) Organization: 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.1.3.3 CC.1.4.8.P	October Choose an item.
4) Style and Content: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	E08.C.1.3.4	October Choose an item.
5) Organization: Provide a conclusion that follows from and reflects on the narrated experiences or events.	E08.C.1.3.5 CC.1.4.8.P	October Choose an item.
6) Style: Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.	CC.1.4.8.Q	October Choose an item.
D. Text types and Purposes- <u>Text Dependent Analysis</u>- Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	E08.E.1.1 CC.1.4.8.S	February March
1) Focus and Organization: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E08.E.1.1.1 CC.1.4.8.B CC.1.4.8.D CC.1.4.8.H	February March
2) Content and Organization: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	E08.E.1.1.2 CC.1.4.8.C CC.1.4.8.I CC.1.4.8.J CC.1.4.8.S	February March

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3) Organization: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	E08.E.1.1.3 CC.1.4.8.D	February March
4) Style: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E08.E.1.1.4	February March
5) Style: Establish and maintain a formal style.	E08.E.1.1.5	February March
6) Organization: Provide a concluding section that follows from and supports and supports the analysis presented.	E08.E.1.1.6 CC.1.4.8.D	February March
7) Content: 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.	CC.1.4.8.I	February March
8) Organization: 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.	CC.1.4.8.J	February March
9) Style: 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.	CC.1.4.8.K	February March
10) Response to Literature: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.8.S	February March
E. Production and Distribution of Writing/Writing Process: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	CC.1.4.8.T	October Choose an item.

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F. Technology and Publication: 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.	CC.1.4.8.U	October Choose an item.
G. Conducting Research: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	CC.1.4.8.V	May Choose an item.
H. Credibility, Reliability, and Validity of Sources: Gather relevant information from multiple print/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.	CC.1.4.8.W	May Choose an item.
I. Range of Writing: 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.	CC.1.4.8.X	May Choose an item.
V. Speaking and Listening Standards – Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5	
A. Comprehension and Collaboration/Collaborative Discussion: Engage effectively in a range of collaborative discussions on grade- level topics, texts, and issues, building on others’ ideas and expressing their own clearly.	CC.1.5.8.A	February Choose an item.
B. Comprehension and Collaboration/Critical Listening: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	CC.1.5.8.B	April Choose an item.
C. Comprehension and Collaboration/Evaluating Information: Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	CC.1.5.8.C	March Choose an item.

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D. Presentation of Knowledge and Ideas/Purpose, Audience, and Task: 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.	CC.1.5.8.D	May Choose an item.
E. Presentation of Knowledge and Ideas/Context: Adapt speech to a variety of contexts and tasks.	CC.1.5.8.E	May Choose an item.
F. Presentation of Knowledge and Ideas/Multimedia: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	CC.1.5.8.F	March Choose an item.
G. Conventions of Standard English: Demonstrate command of the conventions of Standard English when speaking based on grade 8 level and content.	CC.1.5.8.G	January Choose an item.
VI. Conventions of Standard English	E08.D.1	
A. Demonstrate command of the conventions of Standard English grammar and usage.	E08.D.1.1	
1) Explain the function of verbal's (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	E08.D.1.1.1	December Choose an item.
2) Form and use verbs in the active and passive voice.	E08.D.1.1.2	October Choose an item.
3) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	E08.D.1.1.3	February Choose an item.
4) Recognize and correct inappropriate shifts in verb voice and mood.	E08.D.1.1.4	February Choose an item.
5) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	E08.D.1.1.5	March Choose an item.
6) Recognize and correct inappropriate shifts in pronoun number and person.	E08.D.1.1.6	November Choose an item.
7) Recognize and correct vague pronouns.	E08.D.1.1.7	November Choose an item.
8) Recognize and correct inappropriate shifts in verb tense.	E08.D.1.1.8	March Choose an item.
9) Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E08.D.1.1.9	September Choose an item.
10) Correctly use frequently confused words.	E08.D.1.1.10	October Choose an item.

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11) Ensure subject-verb and pronoun-antecedent agreement.	E08.D.1.1.11	November Choose an item.
B. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.	E08.D.1.2 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	
1) Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	E08.D.1.2.1	December March
2) Use an ellipsis to indicate an omission.	E08.D.1.2.2	December March
3) Spell correctly	E08.D.1.2.3	September Choose an item.
4) Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/ parenthetical elements.	E08.D.1.2.4	October Choose an item.
5) Use punctuation to separate items in a series.	E08.D.1.2.5	September Choose an item.
C. Use knowledge of language and its conventions.	E08.D.2.1 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	
1) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (i.e., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	E08.D.2.1.1	October Choose an item.
2) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	E08.D.2.1.2	October Choose an item.
3) Vary sentence patterns for meaning, reader/listener interest, and style.	E08.D.2.1.3	October Choose an item.
4) Maintain consistency in style and tone.	E08.D.2.1.4	October Choose an item.
5) Choose punctuation for effect.	E08.D.2.1.5	October Choose an item.
6) Choose words and phrases for effect.	E08.D.2.1.6	October Choose an item.

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Bell Ringers, games, activities, discussions, debates, graphic organizers, text annotations, class notes, outlines, journals, writing pieces, student collaboration, peer reviews, self-checks, reflections

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Assessments modeled after the PSSA format: Multiple Choice, Selected Response (part one, part two), Text Dependent Analysis; Mode Specific Writing Prompts (opinion/argumentative, informative/explanatory, and narrative); Speeches; presentations; projects; oral reports; writing pieces; research; portfolios; tests; quizzes