

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** English 8

**Course Number:** 00007

**Suggested Educational Level(s):** Grade 8

**Suggested Periods Per Week:** 5 **Length of Period:** 40 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):**

**Date Written** February 2005 **Date Approved:** June 13, 2005

**Date Reviewed:** December 2004 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Secondary English, Comprehensive English

<b>Standards Addressed (code):</b>	1.1	1.2	1.3
	1.4	1.5	
	1.6	1.7	1.8

**Relationship to Other Planned Instruction:**

All teachers integrate all Reading, Writing, Speaking and Listening Standards.

**Prerequisites:** English 7

**Special Requirements:** Modifications for students with special needs.

**Writing Team Members:**

Paula Bogart	Barbara Hawley	Peggy Mesing
Terry Borger	Bobbi Hessley	Tiffany Mandeville
Karen Donovall	Amy Kuppertz	

**Textbook Adoption:** Elements of Language (Holt, Reinhart, Winston, 2001; ISBN: 0-03-052664-7); Literature-Silver (Prentice Hall, 2000; ISBN: 0-13-435295-5); Prentice Hall Silver Level Literature book, and Holt Reinhart & Winston Elements of Language Second Course.

**Required Supplemental Materials:** *Vocabulary Workshop, Level B* (Sadlier-OXFORD)

### Standards addressed:

1.1	Learning to Read Independently
1.3	Reading, Analyzing and Interpreting Literature
1.4	Types of Writing
1.5	Quality of Writing
1.6	Speaking and Listening

**Underlined items reflect updates in 2004 PDE Reading Assessment Anchors.**

### Course Description

Eighth grade students will learn to communicate in an effective manner.

Students will read and study various types of literature including fiction, nonfiction, and drama.

Advanced grammar studies will include common usage errors, complex sentences, sentence combining, and vocabulary.

Using the writing process, students will focus on editing and revising. Students will use precise language to create a style and personal voice in their writing. Writing will be evaluated using the PSSA Domain Scoring Guide (focus, content, organization, style and conventions). Their culminating activity will be to write a play following the conventions of the genre.

The eighth grade English curriculum is designed to develop and build upon basic communications skills in the areas of reading, writing, speaking, and listening.

### Recommended Time:

Although time has been allotted, these items will be *integrated* throughout the school year.

- |    |       |   |
|----|-------|---|
| 5  | weeks | Writing Instruction   |
| 6  | weeks | Write for various purposes  |
| 4  | weeks | Develop in students an <u>understanding</u> of the English language |
| 4  | weeks | Read, analyze, and interpret literature                             |
| 4  | weeks | Develop communication skills  |
| 4  | weeks | Use of technology   |
| 11 | weeks | Conventions   |
| 3  | weeks | Additional time needed at the discretion of the teacher             |

### Outline of Content

Student writing in grade eight should be limited to no more than 600 words per assignment.

#### I. Writing Instruction

A. Writing process

B. PSSA Domain Scoring Guide

C. Conventions (See attachment **Instructional Order for Conventions**)

D. Research Process

1. narrow topic

2. take notes

3. organize information
4. analyze information
5. report information and respond to it

II. Write for various purposes

- A. Narrate- play
- B. Inform- report, essay, and article
- C. Persuade

III. Develop in students an understanding of the English language

- A. Word recognition skills: context clues, roots, prefixes, suffixes (See Appendix)
- B. Vocabulary development

IV. Read, analyze, and interpret literature

- A. Fiction- stories, excerpts from novels, legends, and a play
  1. identify contextual vocabulary
  2. identify and describe how the author uses literary devices to convey meaning
  3. compare characters, settings, plots, and themes
  4. identify first and third person points of view
- B. Non-fiction- textbooks, print media (magazines, brochures, etc.), editorials, autobiography, biography, and speeches
  1. identify the meaning of vocabulary from various subject areas
  2. analyze organization- sequence, compare/contrast, cause/effect, problem/solution, headings, graphics, and charts
- C. Formal and informal language

V. Develop communication skills

- A. Speaking
  1. classroom discussions
  2. small group discussions
  3. informal speeches
  4. oral presentations
  5. shared writing
- B. Listening
  1. conduct an interview
  2. work in groups

VI. Integrate Technology

**Specific Educational Objectives to Be Taught:**

**1.1 Learning to Read Independently (1.1D, 1.1E, 1.1F)**

- A. Preview selection and interpret graphics
- B. Set a purpose for reading
- C. Relate prior knowledge
- D. Make predictions

- E. Read to determine meaning of text
- F. Determine meanings of unfamiliar words while reading
  - 1. identify roots, prefixes, suffixes
  - 2. use context clues
  - 3. use dictionary as needed.

### **1.3 Reading, Analyzing and Interpreting Literature (1.3A, 1.3B, 1.3C, 1.3D, 1.3E, 1.3F)**

- A. Read and understand works of literature
- B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style
- C. Analyze the effect of various literary devices
  - 1. Figurative language (e.g., personification, simile, metaphor, hyperbole, illusion)
  - 2. Literary structures (e.g., foreshadowing, flashbacks)
- D. Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character
- E. Read and respond to nonfiction and fiction, including drama

### **1.4 Types of Writing (1.4A, 1.4B, 1.4C)**

- A. Write a play
- B. Write informational pieces (report, essay, and article)
- C. Write persuasively

### **1.5 Quality of Writing (1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G)**

- A. Focus
  - 1. Identify topic, task and audience
  - 2. Establish a single point of view
  - 3. Write with a sharp, distinct focus
- B. Content
  - 1. Gather information
  - 2. Write using well-developed content appropriate for the topic
- C. Organization.
  - 1. Sustain a logical order within sentences and between paragraphs using meaningful transitions
  - 2. Establish topic and purpose in the introduction
  - 3. Restate the topic in an effective conclusion
- D. Revise for Style
  - 1. Variety of word choice
  - 2. Variety of sentence structures: kinds, types and lengths
  - 3. Use voice and tone
- E. Edit for Conventions
- F. Present written work for publication when appropriate

### **1.6 Speaking and Listening (1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F)**

- A. Listen to others.
  - 1. Ask probing questions
  - 2. Analyze information, ideas and opinions to determine relevancy

3. Take notes when needed
- B. Listen to selections of literature (fiction and/or nonfiction).
- C. Speak using skills appropriate to formal speech situations
  1. Use complete sentences
  2. Pronounce words correctly
  3. Adjust volume to purpose and audience
  4. Adjust pace to convey meaning
  5. Add emphasis and inflection to enhance meaning
- D. Contribute to discussions
- E. Participate in small and large group discussions and presentations

### **1.7 Characteristics and Function of the English Language (1.7A, 1.7B, 1.7C)**

- A. Describe the origins and meanings of common, learned and foreign words used frequently in the English language (e.g., carte blanche, faux pas)
- B. Analyze the role and place of standard American English in speech, writing and literature
- C. Identify new words that have been added to the English language over time

#### **Formative Assessments:**

May include objective tests, essay tests, teacher-prepared materials, activities, writing projects, and/or oral presentations. Using current Pennsylvania Department of Education released items, students will prepare for the PSSA. ([www.pde.state.pa.us](http://www.pde.state.pa.us))

#### **Summative Assessments:**

The students in eighth grade English will be able to exhibit writing and communication skills:

- Express ideas using the writing process
- Demonstrate reading comprehension skills
- Develop oral communication skills
- Expand editing and revising skills
- Use a variety of word choice and sentence structures

The assessment will be produced using a combination of written and oral responses. Assessment may include objective tests, essay tests, papers, teacher prepared materials, activity, and/or project.

#### **Two or More Sample Units:**

Interdisciplinary with social studies classes

1. World War II Unit  
In conjunction with The Diary of Anne Frank (1.3E and 1.3F), have students locate primary and secondary sources (1.1 and 1.2).
2. Middle Ages Unit
3. Greek Unit

#### **Recommended Materials:**

1. Classroom set of accompanying workbooks for selected writing text

2. Dictionaries
3. Thesauruses
4. Video: If You Cried, You Died (supplementary to Anne Frank)
5. Short story anthology (or literature book containing classic short stories, i.e. O'Henry, Twain, and literary works listed below)
6. Novel: The Call of the Wild, London, Jack
7. Drama: The Diary of Anne Frank (the play, NOT the book)
8. PSSA Writing Coach 9

## Instructional Order for Conventions

<b>6<sup>th</sup> grade English</b>	<b>7<sup>th</sup> grade English</b>	<b>8<sup>th</sup> grade English</b>
Use of auxiliary verbs	Transitive and intransitive verbs	Active and passive voice of verbs
Regular and irregular verbs	Introduce Direct Objects	Cases and uses of pronouns
Conjugation of verbs	Pronouns and antecedents	Plurals and possessives
Subjects and Predicates	Letter Writing Review	Misplaced modifiers
Coordinating conjunctions	Prepositional phrases— adjectives and adverb phrases	Verb complements: D.O., I.O., P.N., P.A.
Introduce prepositional phrases	Diagram sentences with prepositional phrases	Simple sentences with compound parts
Underlining and quoting of titles	Fragments and run-ons	Compound sentences: commas and coordinate & correlative conjunctions
Plurals and possessives	Commas in compound sentences	Commas with appositives
Letter Writing	Quotations in dialogue	Commas with nouns of direct address & in introductory phrases
Diagrams of simple sentences	Subject and verb agreement	Tense shift
Fragments and run-ons	Comparison of adverbs and adjectives	Introduce sentence combining: illustrate introductory phrases and dependent clauses

Roots & Prefixes	
<p>7<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>-aqu- (water)</li> <li>-man, manu- (hand)</li> <li>-aud, audit- (hear)</li> <li>-gram- (write, writing)</li> <li>-graph- (write, writing)</li> <li>-bio- (life)</li> <li>-chron- (time)</li> <li>-geo- (earth)</li> <li>-vid, vis- (see)</li> <li>-cycl- (wheel, circle)</li> <li>-magn- (large)</li> <li>-micr- (less, little)</li> <li>-aster- (star)</li> <li>-medi- (middle)</li> <li>-meter, metr- (measure)</li> <li>-photo- (light)</li> <li>-scop- (seeing, watch)</li> <li>-chron- (time)</li> <li>-scrib, script- (write)</li> <li>-therm- (heat)</li> </ul>	<p>8<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>-fin- (end)</li> <li>-port- (carry)</li> <li>-dic, dict- (speak)</li> <li>-mit, miss- (send)</li> <li>-spir- (breathe)</li> <li>-ben, bene- (well, good)</li> <li>-mal- (bad)</li> <li>-tract- (pull)</li> <li>-vert, vers- (turn)</li> <li>-cent- (hundred)</li> <li>-dent- (tooth)</li> <li>-cid, cis- (cut, kill)</li> <li>-cred- (belief, trust)</li> <li>-merg, mers- (dip, plunge)</li> <li>-pel, puls- (drive)</li> <li>-leg- (law)</li> <li>-nov- (new)</li> <li>-prim- (first)</li> <li>-uni- (one)</li> </ul>