**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. Using the Pennsylvania Core Standards and Pennsylvania System of School Assessment Anchors and Eligible Content as guides, the course will prepare students for the state standardized assessments. District marking period assessments are required.

**Suggested Grade Level**: Grade 8

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

CSPG 70 Grades 4-8

CSPG 51 Middle Level English Grades 6-9

CSPG 42 English 7-12

CSPG 37 Communications (7-12)

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**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](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Into Literature (Grade 8)

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**  978-1-328-47489-7/ Online License 978-1-328-60698-2

**Copyright Date:** 2020

**WCSD Board Approval Date:** 6/24/2019

**Supplemental Materials:** *Stargirl*

*Monster*

*The Call of the Wild*

*The Hobbit*

*Reaching Out*

*October Sky*

*Gathering Blue*

*Seedfolks*

*The House on Mango Street*

*The Devil’s Arithmetic*

*My Brother Sam is Dead*

*The Book Thief*

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 5/18/2023

**Date Approved:**  6/12/2023

**Implementation Year:** 2023-2024

**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).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature*

Optional Novels:

*Stargirl* by Jerry Spinelli

*Monster* by Walter Dean Myers

**Nonfiction:** Informational Text from *Into Literature* or additional sources

**Writing:** Informative/Explanatory Essay

Text Dependent Analysis (TDA) Model

Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 2**

**Fiction:**

Required Novel: *The Call of the Wild* by Jack London

Optional Novel/excerpts: *The Hobbit* by JRR Tolkien

Short Stories/Poetry

**Nonfiction:**

Optional Memoirs/excerpts:

*Reaching Out* by Francisco Jimenez

*October Sky* by Homer Hickam

Related articles/texts

**Writing:** Narrative Writing

Literary Analysis/TDA or Elements of TDAs

Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 3**

**Fiction:**

Short Stories/Poetry from *HMH: Into Literature*

Novels: (minimum of one)

*Gathering Blue* by Lois Lowry

*Seedfolks* by Paul Fleischman

*The House on Mango Street* by Sandra Cisneros

**Nonfiction:** Informational Text from *Into Literature* Units 3 and 4 or additional sources

**Writing:** Argumentative Essay

Text Dependent Analysis (TDA)/Elements of TDAs

Writing Conventions

**Speaking/Listening:** Discussions

**Marking Period 4**

**PSSA Review**

**Fiction:**

Required Drama: *The Diary of Anne* Frank by Frances Goodrich and Albert Hackett

Short Stories/Poetry from *HMH: Into Literature*

Optional Novels:

*The Devil’s Arithmetic* by Jane Yolen

*My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier

*The Book Thief* by Markus Zusak

**Nonfiction:** Informational Text from *Into Literature* or additional sources

**Writing:** Research Based Project

Text Dependent Analysis (TDA)

Writing Conventions

**Speaking/Listening:** Discussions

Presentation

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.8.K | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Demonstrate understanding of connections within, between, and/or among texts. | E08.A-C.3.1 | MP1 |
| 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 | MP1 |
| 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., precede, recede, secede). | E08.A-V.4.1.1 | MP1 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.A-V.4.1.2 | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.8.L | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Demonstrate understanding of connections within, between, and/or among informational texts. | E08.B-C.3.1 | MP1 |
| 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 | MP1 |
| 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., precede, recede, secede).  c. Determine the meaning of technical words and phrases used in a text. | E08.B-V.4.1.1 | MP1 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.B-V.4.1.2 | MP1 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.8.A | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Recognize and correct inappropriate shifts in pronoun number and person. | E08.D.1.1.6 | MP1 |
| Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | E08.D.1.1.7 | MP1 |
| Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences. | E08.D.1.1.9 | MP1 |
| Correctly use frequently confused words (e.g., to, too, two; there, their, they’re). | E08.D.1.1.10 | MP1 |
| Ensure subject-verb and pronoun-antecedent agreement. | E08.D.1.1.11 | MP1 |
| Spell correctly. | E08.D.1.2.3 | MP1 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E08.E.1.1 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | E08.E.1.1.3 | MP1 |
| 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 | MP1 |
| Establish and maintain a formal style. | E08.E.1.1.5 | MP1 |
| Provide a concluding section that follows from and supports the analysis presented. | E08.E.1.1.6 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.8.E | MP1 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. | CC.1.5.8.G | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.8.K | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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. | E08.A-C.2.1.3 | MP2 |
| 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. | CC.1.3.8.G | MP2 |
| Demonstrate understanding of connections within, between, and/or among texts. | E08.A-C.3.1 | MP2 |
| 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., precede, recede, secede). | E08.A-V.4.1.1 | MP2 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.A-V.4.1.2 | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.8.L | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Demonstrate understanding of connections within, between, and/or among informational texts. | E08.B-C.3.1 | MP2 |
| 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., precede, recede, secede).  c. Determine the meaning of technical words and phrases used in a text. | E08.B-V.4.1.1 | MP2 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.B-V.4.1.2 | MP2 |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.8.M | MP2 |
| Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. | CC.1.4.8.N | MP2 |
| 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. | CC.1.4.8.O | MP2 |
| 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 or events. | CC.1.4.8.P | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Demonstrate command of the conventions of standard English grammar and usage. | E08.D.1.1 | MP2 |
| Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | E08.D.1.1.5 | MP2 |
| Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. | E08.D.1.2.1 | MP2 |
| Use an ellipsis to indicate an omission. | E08.D.1.2.2 | MP2 |
| Spell correctly. | E08.D.1.2.3 | MP2 |
| Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements. | E08.D.1.2.4 | MP2 |
| Use punctuation to separate items in a series. | E08.D.1.2.5 | MP2 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E08.E.1.1 | MP2 |
| 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 | MP2 |
| 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 | MP2 |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | E08.E.1.1.3 | MP2 |
| 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 | MP2 |
| Establish and maintain a formal style. | E08.E.1.1.5 | MP2 |
| Provide a concluding section that follows from and supports the analysis presented. | E08.E.1.1.6 | MP2 |
| 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 | MP2 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.8.E | MP2 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. | CC.1.5.8.G | MP2 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.8.K | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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. | E08.A-C.2.1.3 | MP3 |
| Demonstrate understanding of connections within, between, and/or among texts. | E08.A-C.3.1 | MP3 |
| 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 | MP3 |
| 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., precede, recede, secede). | E08.A-V.4.1.1 | MP3 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.A-V.4.1.2 | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.8.L | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Determine how the author uses the meaning of words or 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 | MP3 |
| Demonstrate understanding of connections within, between, and/or among informational texts. | E08.B-C.3.1 | MP3 |
| 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., precede, recede, secede).  c. Determine the meaning of technical words and phrases used in a text. | E08.B-V.4.1.1 | MP3 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.B-V.4.1.2 | MP3 |
| Write arguments to support claims. | CC.1.4.8.G | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. | E08.D.1.1.1 | MP3 |
| Form and use verbs in the active and passive voice. | E08.D.1.1.2 | MP3 |
| Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | E08.D.1.1.3 | MP3 |
| Recognize and correct inappropriate shifts in verb voice and mood. | E08.D.1.1.4 | MP3 |
| Recognize and correct inappropriate shifts in verb tense | E08.D.1.1.8 | MP3 |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | E08.D.1.2 | MP3 |
| Vary sentence patterns for meaning, reader/listener interest and style. | E08.D.2.1.3 | MP3 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E08.E.1.1 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | E08.E.1.1.3 | MP3 |
| 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 | MP3 |
| Establish and maintain a formal style. | E08.E.1.1.5 | MP3 |
| Provide a concluding section that follows from and supports the analysis presented. | E08.E.1.1.6 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| 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 | MP3 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.8.E | MP3 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. | CC.1.5.8.G | MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.8.K | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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. | E08.A-C.2.1.3 | MP4 |
| 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. | CC.1.3.8.G | MP4 |
| Demonstrate understanding of connections within, between, and/or among texts. | E08.A-C.3.1 | MP4 |
| 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., precede, recede, secede). | E08.A-V.4.1.1 | MP4 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.A-V.4.1.2 | MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.8.L | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Determine how the author uses the meaning of words or 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 | MP4 |
| Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | CC.1.2.8.G | MP4 |
| Demonstrate understanding of connections within, between, and/or among informational texts. | E08.B-C.3.1 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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., precede, recede, secede).  c. Determine the meaning of technical words and phrases used in a text. | E08.B-V.4.1.1 | MP4 |
| 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 the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). | E08.B-V.4.1.2 | MP4 |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. | CC.1.4.8.A | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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. | CC.1.4.8.W | MP4 |
| 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 | MP4 |
| Form and use verbs in the active and passive voice. | E08.D.1.1.2 | MP4 |
| Spell correctly. | E08.D.1.2.3 | MP4 |
| Use knowledge of language and its conventions. | E08.D.2.1 | MP4 |
| 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.2.1.1 | MP4 |
| Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | E08.D.2.1.2 | MP4 |
| Vary sentence patterns for meaning, reader/listener interest, and style. | E08.D.2.1.3 | MP4 |
| Maintain consistency in style and tone. | E08.D.2.1.4 | MP4 |
| Choose punctuation for effect. | E08.D.2.1.5 | MP4 |
| Choose words and phrases for effect. | E08.D.2.1.6 | MP4 |
| Draw evidence from literary or informational texts to support analysis, reflection, and/or research. | E08.E.1.1 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | E08.E.1.1.3 | MP4 |
| 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 | MP4 |
| Establish and maintain a formal style. | E08.E.1.1.5 | MP4 |
| Provide a concluding section that follows from and supports the analysis presented. | E08.E.1.1.6 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| 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 | MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.8.E | MP4 |
| Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. | CC.1.5.8.F | MP4 |
| Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content. | CC.1.5.8.G | MP4 |

**ASSESSMENTS**

**PDE 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 but are not limited to:**

Pre-Assessments of Prior Knowledge

Bell ringers/Problem of the Day

Discussions

Teacher Observation/Questioning

Graphic Organizers

Summarizing

Notetaking

Oral Presentations

Outlining

Journaling

Student Presentations/Projects

TDAs

**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 but are not limited to:**

Essays

TDAs

Projects

Quizzes/Tests

Student Presentations

Portfolios

District Marking Period Assessments