**COURSE DESCRIPTION**

**Course Title:** English Language Arts 8

**Course Number:** 00039

**Course Prerequisites:** English Language Arts 7

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| **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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

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

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Choose an item.

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [ ] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [x]  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 chose the correct code that corresponds with the course.

**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.

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| **Required** |
| Drama:  Diary of Anne Frank |
| Novels that may be read in class (minimum of 2):StargirlMy Brother Sam is DeadSeedfolksReaching OutThe Call of the WildThe HobbitDevil’s ArithmeticBook ThiefThe Black PearlStar TelegramRocket BoysMonsterGlory FieldsGathering BlueThe 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 ResponsesInformative EssayArgumentative EssayNarrative EssayText 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).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

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| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery**  |
| 1. **Reading Process**
 |  | Choose an item.Choose an item. |
| 1. **Before Reading:** Use Before Reading Strategies (e.g. graphic organizers, preview text, skim passage, prior knowledge, make predictions, set a purpose, choose a plan)
 |  | SeptemberChoose an item. |
| 1. **During Reading:** Use During Reading Strategies (e.g. highlight, graphic organizers, sticky notes, take notes, annotate text)
 |  | SeptemberChoose an item. |
| 1. **After Reading:** Use After Reading Strategies (e.g. summarize, make connections, relate to the real world, comprehension activities)
 |   | NovemberChoose an item. |
| 1. **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.1.3E08.A | JanuaryChoose an item. |
| 1. **Key Ideas and Details: Demonstrate understanding of key ideas and details in literature.**
 | E08.A-K.1.1 | JanuaryChoose an item. |
| 1. Citethe 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.1.1.1CC.1.3.8.B | JanuaryChoose an item. |
| 1. 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.1.1.2CC.1.3.8.A | JanuaryChoose an item. |

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| 1. 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.1.1.3CC.1.3.8.C | FebruaryChoose an item. |
| 1. **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.2.1.1CC.1.3.8.D | OctoberChoose an item. |
| * 1. 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.2.1.2CC.1.3.8.E | OctoberChoose an item. |
| * 1. 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.2.1.3CC.1.3.8.F | JanuaryChoose an item. |
| 1. **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.3.1.1CC.1.3.8.H | MarchChoose an item. |
| 1. **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.4.1.1CC.1.3.8.1 | NovemberChoose an item. |
| * 1. 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 | OctoberChoose an item. |
| * 1. 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 | MarchChoose an item. |
| * 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
 | E08.A-V.4.1.2 | FebruaryChoose an item. |
| * 1. Interpret figures of speech (e.g., verbal irony, puns) in context.
 | E08.A-V.4.1.2.a | MarchChoose an item. |
| * 1. Use the relationship between particular words to better understand each of the words.
 | E08.A-V.4.1.2.b | DecemberChoose an item. |
| * 1. Distinguish among the connotations of words with similar denotations.
 | E08.A-V.4.1.2.c | OctoberChoose an item. |
| * 1. 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 | SeptemberChoose an item. |
| * 1. 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 | AprilChoose an item. |
| 1. **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 | AprilChoose an item. |
| 1. **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.1.2E08.B |  |
| 1. **Key Ideas and Details: Demonstrate understanding of key ideas and details in informational texts.**
 | E08.B-K.1.1 | DecemberChoose 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.1.1.1CC.1.2.8.B | DecemberChoose an item. |
| * + 1. 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.1.1.2CC.1.2.8.A | DecemberChoose an item. |
| * + 1. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
 | E08.B-K.1.1.3CC.1.2.8.C | DecemberChoose an item. |
| 1. **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.2.1.1CC.1.2.8.D | NovemberChoose an item. |
| 1. 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.2.1.2CC.1.2.8.E | NovemberChoose an item. |
| 1. 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.2.1.3CC.1.2.8.F | NovemberChoose an item. |
| 1. **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.3.1.1CC.1.2.8.H | AprilChoose an item. |
| 1. 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.3.1.2CC.1.2.8.1 | AprilChoose an item. |
| 1. **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.4.1.1CC.1.2.8.K | NovemberChoose an item. |
| 1. 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 | NovemberChoose an item. |
| 1. 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 | NovemberChoose an item. |
| 1. Determine the meaning of technical words and phrases used in a text.
 | E08.B-V.4.1.1.cCC.1.2.8.F | NovemberChoose an item. |
| 1. Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
 | E08.B-V.4.1.2 | NovemberChoose an item. |
| 1. Interpret figures of speech (e.g., verbal irony, puns) in context.
 | E08.B-V.4.1.2.a | NovemberChoose an item. |
| 1. Use the relationship between particular words to better understand each of the words.
 | E08.B-V.4.1.2.b | NovemberChoose an item. |
| 1. Distinguish among the connotations of words with similar denotations.
 | E08.B-V.4.1.2.c | NovemberChoose an item. |
| 1. 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 | NovemberChoose an item. |
| 1. **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 | NovemberChoose an item. |
| 1. **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 |  |
| 1. **Text Types and Purposes – Opinion/Argumentative: Write arguments to support claims with clear reasons and relevant evidence.**
 | E08.C.1.1 | MarchChoose 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.1.1.1CC.1.4.8.HCC.1.4.8.1CC.1.4.8.J | MarchChoose an item. |
| * 1. **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 | MarchChoose an item. |
| * 1. **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 | MarchChoose an item. |
| * 1. **Style:** Establish and maintain a formal style.
 | E08.C.1.1.4 | MarchChoose an item. |
| * 1. **Organization:** Provide a concluding section that reinforces the claims and reasons presented.
 | E08.C.1.1.5 | MarchChoose an item. |
| * 1. **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 | MarchChoose an item. |

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| * 1. **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 | MarchChoose an item. |
| 1. **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 | DecemberChoose 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.1.2.1CC.1.4.8.B | DecemberChoose an item. |
| * 1. **Content:** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 | E08.C.1.2.2CC.1.4.8.C | DecemberChoose an item. |
| * 1. **Organization:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 | E08.C.1.2.3CC.1.4.8.D | DecemberChoose an item. |
| * 1. **Style:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
 | E08.C.1.2.4 | DecemberChoose an item. |
| * 1. **Style:** Establish and maintain a formal style.
 | E08.C.1.2.5 | DecemberChoose an item. |
| * 1. **Organization:** Provide a concluding section that follows from and supports the information or explanation presented.
 | E08.C.1.2.6 | DecemberChoose an item. |
| * 1. **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 | DecemberChoose an item. |
| * 1. **Style:** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about of 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 | DecemberChoose an item. |
| 1. **Text Types and Purposes- Narrative: 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 | OctoberChoose 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.1.3.1CC.1.4.8.NCC.1.4.8.P | OctoberChoose an item. |
| 1. **Content:** Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.
 | E08.C.1.3.2CC.1.4.8.O | OctoberChoose an item. |
| 1. **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.1.3.3CC.1.4.8.P | OctoberChoose an item. |
| 1. **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 | OctoberChoose an item. |
| 1. **Organization:** Provide a conclusion that follows from and reflects on the narrated experiences or events.
 | E08.C.1.3.5CC.1.4.8.P | OctoberChoose an item. |
| 1. **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 | OctoberChoose an item. |
| 1. **Text types and Purposes- Text Dependent Analysis- Evidence-Based Analysis of a Text: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.**
 | E08.E.1.1CC.1.4.8.S | FebruaryMarch |
| 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.1.1.1CC.1.4.8.BCC.1.4.8.DCC.1.4.8.H | FebruaryMarch |
| 1. **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.1.1.2CC.1.4.8.CCC.1.4.8.ICC.1.4.8.JCC.1.4.8.S | FebruaryMarch  |
| 1. **Organization:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 | E08.E.1.1.3CC.1.4.8.D | FebruaryMarch |
| 1. **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 | FebruaryMarch |
| 1. **Style:** Establish and maintain a formal style.
 | E08.E.1.1.5 | FebruaryMarch |
| 1. **Organization:** Provide a concluding section that follows from and supports and supports the analysis presented.
 | E08.E.1.1.6CC.1.4.8.D | FebruaryMarch |
| 1. **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 | FebruaryMarch |
| 1. **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 | FebruaryMarch |
| 1. **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 | FebruaryMarch |
| 1. **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 | FebruaryMarch |
| 1. **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 | OctoberChoose an item. |

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| 1. **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 | OctoberChoose an item. |
| 1. **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 | MayChoose an item. |
| 1. **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 | MayChoose an item. |
| 1. **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 | MayChoose an item. |
| 1. **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 |  |
| 1. **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 | FebruaryChoose an item. |
| 1. **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 | AprilChoose an item. |
| 1. **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 | MarchChoose an item. |

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| 1. **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 | MayChoose an item. |
| 1. **Presentation of Knowledge and Ideas/Context:** Adapt speech to a variety of contexts and tasks.
 | CC.1.5.8.E | MayChoose an item. |
| 1. **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 | MarchChoose an item. |
| 1. **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 | JanuaryChoose an item. |
| 1. **Conventions of Standard English**
 | E08.D.1 |  |
| 1. **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 | DecemberChoose an item. |
| 1. Form and use verbs in the active and passive voice.
 | E08.D.1.1.2 | OctoberChoose an item. |
| 1. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 | E08.D.1.1.3 | FebruaryChoose an item. |
| 1. Recognize and correct inappropriate shifts in verb voice and mood.
 | E08.D.1.1.4 | FebruaryChoose an item. |
| 1. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 | E08.D.1.1.5 | MarchChoose an item. |
| 1. Recognize and correct inappropriate shifts in pronoun number and person.
 | E08.D.1.1.6 | NovemberChoose an item. |
| 1. Recognize and correct vague pronouns.
 | E08.D.1.1.7 | NovemberChoose an item. |
| 1. Recognize and correct inappropriate shifts in verb tense.
 | E08.D.1.1.8 | MarchChoose an item. |
| 1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
 | E08.D.1.1.9 | SeptemberChoose an item. |
| 1. Correctly use frequently confused words.
 | E08.D.1.1.10 | OctoberChoose an item. |
| 1. Ensure subject-verb and pronoun-antecedent agreement.
 | E08.D.1.1.11 | NovemberChoose an item. |
| 1. **Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.**
 | E08.D.1.2CC.1.4.8.FCC.1.4.8.LCC.1.4.8.R |  |
| 1. Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
 | E08.D.1.2.1 | DecemberMarch |
| 1. Use an ellipsis to indicate an omission.
 | E08.D.1.2.2 | DecemberMarch |
| 1. Spell correctly
 | E08.D.1.2.3 | SeptemberChoose an item. |
| 1. Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/ parenthetical elements.
 | E08.D.1.2.4 | OctoberChoose an item. |
| 1. Use punctuation to separate items in a series.
 | E08.D.1.2.5 | SeptemberChoose an item. |
| 1. **Use knowledge of language and its conventions.**
 | E08.D.2.1CC.1.4.8.ECC.1.4.8.KCC.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 | OctoberChoose an item. |
| 1. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 | E08.D.2.1.2 | OctoberChoose an item. |
| 1. Vary sentence patterns for meaning, reader/listener interest, and style.
 | E08.D.2.1.3 | OctoberChoose an item. |
| 1. Maintain consistency in style and tone.
 | E08.D.2.1.4 | OctoberChoose an item. |
| 1. Choose punctuation for effect.
 | E08.D.2.1.5 | OctoberChoose an item. |
| 1. Choose words and phrases for effect.
 | E08.D.2.1.6 | OctoberChoose 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