

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 8 ELA

Course Description:

This English composition and literature course focuses on the conventions, practices, and processes of effective writers and readers. Students are expected to closely read a variety of fiction, poetry, and nonfiction in order to gain general knowledge. Students will examine the authors' purposes, audiences, subjects, and contexts, and demonstrate comprehension through a variety of mediums. Students will know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students will practice strategies needed to solve problems and succeed on standardized tests. Mastery in this course will depend on the students' ability to apply general knowledge and experience to their own evidence-based arguments in carefully constructed written or oral responses.

Revision Date:

September 2015

Wallenpaupack Area School District Curriculum	
COURSE: English Language Arts	GRADE: 8
UNIT : Informational Text	TIME FRAME: Throughout School Year

PA CORE STANDARDS:

CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E: Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.

CC.1.2.8.G: 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.H: Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

UNIT OBJECTIVES (SWBATS):

- Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- They will determine central issues or main ideas of a text and analyze their development; summarize the key supporting details and ideas.
- Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Students will interpret and analyze words and phrases as they are used in a text, determining technical, connotative, and figurative meanings and analyze word choice and tone.
- Students will assess how point of view or purpose shapes the content and style of a text.
- Students will analyze similar topics to build knowledge and compare the approaches the **authors** take.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Provide access to text and model close reading for students.
- Direct students attention by highlighting, circling or drawing their attention to specific words, sentences or paragraphs that are essential to the meaning of the text.
- Pose questions about words, actions or details that require the students to look closely at the text for answers. Give students several pieces of evidence and ask them to determine what explicit idea in the text the evidence supports.
- To make logical inferences take what they learn to what they already know, then confirm that their reasoning is sound by evidence.
- Through collaborative groups or class discussion, create a list of different pieces to identify those which offer the strongest, most effective support.
- Post the following steps:-Inferences=What you Know+ What You learned
(give as a handout for future reference)

ANCHOR VOCABULARY:

- Analysis
- Close reading
- Conclusions
- Evidence
- Informational text
- Literature
- Logical inferences
- Main idea
- Primary and secondary resources
- Support analysis
- Text
- Textual evidence
- Theme

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)
- Written response to questions
- Rubrics

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- PSSA: Proficient
- CDTs: Proficient or Advanced scores as determined yearly by PDE

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Read/reread selections of literature, and allow them to listen to a prerecorded version.
- Provide students with graphic organizers
- Provide guided questions to support students' reading of the texts
- Encourage students to create character cards to help them identify characters' traits

- Allow students to listen to, view, or review episodes of the reading selections prior to analyzing themes
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.
- Assign students one topic instead of comparing and contrasting
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations.

For Advanced Students:

- Select student volunteers to read excerpts aloud to the class
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to connect text to modern day interpretations of reading selections.
- Assign students expository selections that are appropriate for their level of comprehension

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Study Island
- Prentice Hall *Timeless Voices, Timeless Themes*
- Novels:
 - *Flags of Our Fathers* by James Bradley
 - *The Great Escape* by Paul Brickhill
 - *Yellow Star* by Jennifer Roy
 - *The 9/11 Report* by Sid Jacobsen and Ernie Colon
- *Newspapers*
- *The New York Times Upfront Magazine*
- *Scholastic Action*
- *Readworks.org*
- *Measuring Up to the Common Core*
- *PSSA Coach*
- *Measuring Up to the Pennsylvania Academic Standards*

RESOURCE SPECIFIC VOCABULARY: Note- this will be specific depending on the piece of informational writing used.

Wallenpaupack Area School District Curriculum

COURSE: English Language Arts

GRADE: Eight

UNIT 2: Reading Literature

TIME FRAME: Throughout the School Year

PA CORE STANDARDS:

CC.1.3.8.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D: 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.

CC.1.3.8.E: 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.

CC.1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.

CC.1.3.8.G: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I: 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 and tools.

CC.1.3.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

UNIT OBJECTIVES (SWBATS):

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details or ideas including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Interpret words and phrases as they are used in a text, including determining technical, cognitive, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 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.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media.
- Analyze how two or more texts address similar themes or topics to build knowledge or to

compare the approaches the authors take.

- Read and comprehend complex literary text independently and proficiently.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Determine the central ideas and themes of a text by skimming and scanning the text. Figure out which words and phrases or images recur throughout text, considering title, subheadings, bold words, graphics, images, or captions.
- Label or somehow decode all the words, images or details related to central idea.
- Monitor the author's diction and tone to note when and how it changes.
- To provide an objective summary of the text examine models of effective and ineffective summaries.
- Show students to search the function of a web browser to determine how central an idea is within a text.
- Make a point of confirming that they know the key concepts-theme, analyze, summarize and supporting details.
- Generate a list of all the characters and determine which are complex and the nature of their complexity.
- Identify the motivations of each character and their interactions with one another.
- Build a plot mat individually or in groups.
- Create a graphic chart or plot diagram to represent the rising and falling action events for the story.
- Create a time line for the text that shows all the events in sequence, evaluated by their importance on latter events.
- Highlight or use sticky notes to identify all references to an event, to retrace after reading the document to evaluate how one led to or impacted another.

ANCHOR VOCABULARY:

- Accurate and objective summary
- Actions
- Central ideas
- Characters
- Conclusions of text
- Connections
- Develop
- Elaborate
- Events
- Illustrate
- Interact
- Introduce
- Themes

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)

- Written response to questions
- Rubrics

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- PSSA: Proficient
- CDTs: Proficient or Advanced scores as determined yearly by PDE

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Read/reread selections of literature, and allow them to listen to a prerecorded version.
- Provide students with graphic organizers
- Provide guided questions to support students' reading of the texts
- Encourage students to create character cards to help them identify characters' traits
- Allow students to listen to, view, or review episodes of the reading selections prior to analyzing themes
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.
- Assign students one topic instead of comparing and contrasting
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations.

For Advanced Students:

- Select student volunteers to read excerpts aloud to the class
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to connect text to modern day interpretations of reading selections.
- Assign students expository selections that are appropriate for their level of comprehension.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- RESOURCES (Websites, Blogs, Videos, Whiteboard Resources. etc.)
- Study Island
- Prentice Hall *Timeless Voices, Timeless Themes*
- *Measuring Up to the Pennsylvania Academic Standards*
- *PSSA Coach*
- *Measuring Up to the Common Core*
- Academic Standards for English Language Arts, PDE
- Novels:
- *Sarah Bishop* by Scott O'Dell
- *Face on a Milk Carton* by Caroline Cooney
- *Marley and Me* by John Grogan
- *Fever 1793* by Laurie Halse Anderson
- *Pictures of Hollis Woods* by Patricia Reilly Giff
- *The Pigman* by Paul Zindel
- *The Pigman Legacy* by Paul Zindel
- *The Giver* by Lois Lowry
- *Drum, Girls, and Dangerous Pie* by Jordan Sonnenblick
- *And Then There Were None* by Agatha Christie
- *Deathwatch* by Robb White

- *Flags of Our Fathers* by James Bradley
- *Goodnight Mr. Tom* by Michelle Magorian
- *Frankenstein* by Mary Shelly
- *Rebecca* by Daphne du Maurier
- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *Snowbound* by Harry Mazer
- *A Separate Peace* by John Knowles
- *Jurassic Park* by Michael Crichton
- *The Hobbit* by J.R.R. Tolkien
- *The Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle
- *The Great Escape* by Paul Brickhill
- *Mythology* by Edith Hamilton
- *Surviving the Applewhites* by Stephanie Tolan
- *Yellow Star* by Jennifer Roy
- *The 9/11 Report* by Sid Jacobsen and Erine Colon
- *That Was Then, This is Now* by S.E. Hinton
- *Tex* by S.E. Hinton

RESOURCE SPECIFIC VOCABULARY:

This will be specific, depending on the type of literature used.

Wallenpaupack Area School District Curriculum

COURSE: English Language Arts

GRADE: Eight

UNIT 3: Writing

TIME FRAME: Throughout School Year

PA CORE STANDARDS:

CC.1.4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E: 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.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.G: Write arguments to support claims.

CC.1.4.8.H: Introduce and state an opinion on a topic.

CC.1.4.8.I: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Use sentences of varying lengths and complexities

Create tone and voice through precise language.

Establish and maintain a formal style.

CC.1.4.8.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another

and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q: 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 effect.

Use sentences of varying lengths and complexities

Create tone and voice through precise language.

CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

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

CC.1.4.8.T: 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. 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.U: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.V: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CC.1.4.8.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CC.1.4.8.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

UNIT OBJECTIVES (SWBATS):

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imaged experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Draw evidence from literary or information text to support analysis, reflection, and research.
- Write routinely over extended times (time for research, reflection, and revision) and shorter time (a single sitting for a day or two) for a range of tasks, purposes, and audiences.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Show a range of informative and explanatory texts.
- Discuss the contents, conventions.
- Give students a copy of sample text, types of graphs tables, incorporating information and data.
- Generate or provide a list of transition words specific to the type of writing they are doing.
- Students will highlight the first six words of the sentence in their draft. Provide examples or demonstrate how to use techniques such as metaphors, similes and analogies.
- Give the students an annotated sample that illustrates all the discipline-specific conventions they must include.
- Break the process into stages, providing students examples and instruction at each stage before moving on to the next to ensure they are completing the work correctly.
- Read a diverse sampling of narratives.
- Create a map or storyboard.
- For personal narratives, fill in a graphic organizer.
- Introduce different plot lines and story structures.
- Write on index card key events or scenes in the narrative they are creating.
- Draw out the story first as a cartoon strip with notes, captions and dialogue.
- Have students determine the audience.
- Have students create an outline to improve organization.
- Show students samples of how professional writers prepare to write by providing examples.
- Teach specific goals of editing.
- After modeling for class, have students read each other's papers, stopping at any point to jot a question in the margin.
- Have the students write a reverse outline.
- Ensure that students can access the use of technology.
- Explore different online applications designed to help students generate, organize, and develop their ideas.
- Organize units of study around an essential question.
- Identify key questions or problems to investigate in some depth.
- List the topics that could develop into a compelling paper.
- Present students with criteria to effectively collect information.
- Expose students to all available sources, both print and multimedia.
- Create a structure note-taking handout.
- Teach students to distinguish between direct and indirect quotes Provide students with a range of various ways one can integrate quotations.
- Encourage students to submit papers to such services as turnitin.com before submitting final papers.

ANCHOR VOCABULARY:

- Accuracy
- Analysis

- Argument
- Audience
- Citation
- Clear
- Coherent
- Collaborate
- Concrete details
- Conventions
- Description
- Development
- Digital resources
- Editing
- Event sequence
- Evidence
- Integrate
- Interact
- Multiple print
- Narrative
- Organization
- Plagiarism
- Planning
- Points of view
- Produce
- Publish
- Purpose
- Reasoning
- Relevant information
- Research
- Resolution
- Revising
- Rewriting
- Source
- Strengthen
- Style
- Task
- Technology
- Transitions
- Writing products

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)
- Written response to questions
- Rubrics

- Journal Writing
- Projects

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- CDTS (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)
- Written response to questions
- Rubrics
- Journal Writing
- Projects
- PSSA: Proficient
- CDTS: Proficient or Advanced as determined yearly by PDE

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Provide students with graphic organizers
- Provide guided questions to support students' reading of the texts
- Encourage students to create character cards to help them identify characters' traits
- Assign students selections that are appropriate for their level of comprehension
- Assign students one topic instead of comparing and contrasting
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations.

For Advanced Students:

- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Assign students informational, persuasive or expository selections that are appropriate for their level of comprehension.
- Allow students to choose two topics to compare or contrast

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Prentice Hall *Writing and Grammar Silver Edition*
- *Warner's English Composition and Grammar* Harcourt Brace
- *Holt High School Handbook*
- *Write Source 2000* by Sebranek/Kemper/Meyer
- *Measuring Up to the Common Core*
- *Measuring Up to the Pennsylvania Academic Standards*
- Various journal prompts
- Study Island

RESOURCE SPECIFIC VOCABULARY:

This will be specific, depending on the type of writing produced.

Wallenpaupack Area School District Curriculum	
COURSE: English Language Arts	GRADE: Eight
UNIT 4: Speaking and Listening	TIME FRAME: Throughout School Year

PA CORE STANDARDS:

CC.1.5.8.A: 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.B: 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.C: 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.D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.8.F: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

CC.1.5.8.G: Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

UNIT OBJECTIVES (SWBATS):

- Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- They will determine central issues or main ideas of a text and analyze their development; summarize the key supporting details and ideas.
- Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Students will interpret and analyze words and phrases as they are used in a text, determining technical, connotative, and figurative meanings and analyze word choice and tone.
- Students will assess how point of view or purpose shapes the content and style of a text.
- Students will analyze similar topics to build knowledge and compare the approaches the authors take.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Model for students how to participate in the specific conversation for which you want to prepare them.
- Provide students with sentence templates that provide them with the language needed to enter

the discussion or generate with them the sorts of questions they should ask when discussing a particular text or topic.

- Engage in literature circles.
- Create the culture of respect for other views and ideas within the class that is necessary for students to collaborate with others.
- Use various strategies that require students to work with different people in various contexts and configurations to solve problems, develop ideas, or improve each other's work.
- Direct students to synthesize the different perspectives by first writing and then sharing these statements about what everyone is actually saying.
- Post a list of follow-up or clarification questions as ways to include or respond to other's ideas.
- Introduce students to the different purposes common to presenters of the sort you are having them watch or create: to persuade, to entertain, or to inform.
- Have students paraphrase the different texts they hear, view, or read working in groups to discuss what others think these texts say and resolving discrepancies as they arise through discussion.
- Have students analyze the main idea by using graphic organizers and outlines.
- Have the students evaluate the speaker's point of view by asking fundamental questions, and also using the acronym SOAPS: subject, occasion, audience, purpose and speaker.
- Clarify what "reasoning" means and how it applies by providing examples of sound and unsound reasoning.
- Show students how to identify commonly used propaganda techniques: Bandwagon, name-calling, transfer, emotional appeals, loaded words, stereotypes, either/or thinking (seek resources from history and the current era).
- Give students a printed copy of text, to underline and label the speaker's arguments, claims, evidence and reasons, annotate and view in class.
- Generate a succinct list of criteria for effective evidence.
- Show a range of ways to organize information and evidence.
- Model how to map a speech, using "chunking".
- Create a rubric to evaluate the use of evidence in the student's speech.
- Use different elements in presentations: images, numbers, data, their voice, gestures, and storytelling.
- Encourage students to use graphs, charts and diagrams and cartoons.
- Encourage to make use of digital media to add interest.
- Discuss and warn students about the use of slang, euphemisms, stereotypes, clichés, jokes, sarcasm, irony and jargon.
- Have students deliver their own speeches, making time to confer and discuss.

ANCHOR VOCABULARY:

- Analyze
- Appropriate
- Appropriate to the task
- Audio
- Coherent manner
- Commercial and political motives
- Data
- Delineate

- Digital media
- Evidence
- Evaluate motives
- Expressing clearly
- Findings
- Focused
- Format
- Graphical
- Integrate
- Interpret
- Logically
- Media
- Orally
- Pertinent descriptions
- Point of view
- Pose questions
- Purpose and audience
- Quantitatively
- Reasoning
- Relevant and sufficient
- Relevant observations
- Salient points
- Social
- Supporting evidence
- Visual and interactive elements
- Visual displays
- Visually
- Warranted

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)
- Written response to questions
- Rubrics

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- PSSA: Proficient
- CDTs: Proficient or Advanced as determined yearly by PDE

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Read/reread selections of literature, and allow them to listen to a prerecorded version.
- Provide students with graphic organizers
- Provide guided questions to support students' reading of the texts
- Encourage students to create character cards to help them identify characters' traits

- Allow students to listen to, view, or review episodes of the reading selections prior to analyzing themes
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.
- Assign students one topic instead of comparing and contrasting
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations.

For Advanced Students:

- Select student volunteers to read excerpts aloud to the class
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to connect text to modern day interpretations of reading selections.
- Assign students expository selections that are appropriate for their level of comprehension.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Prentice Hall *Timeless Voices, Timeless Themes*
- Novels:
- *Flags of Our Fathers* by James Bradley
- *The Great Escape* by Paul Brickhill
- *Yellow Star* by Jennifer Roy
- *The 9/11 Report* by Sid Jacobsen and Erine Colon
- *Newspapers*
- *The New York Time Upfront Magazine*
- *Scholastic Action*
- *Readworks.org*
- *Measuring Up to the Common Core*
- *PSSA Coach*
- *Measuring Up to the Pennsylvania Academic Standards*
- Study Island

RESOURCE SPECIFIC VOCABULARY:

This will be specific, depending on the type of presentation.

Wallenpaupack Area School District Curriculum

COURSE: English Language Arts

GRADE: Eight

UNIT 5: Language

TIME FRAME: Throughout the School Year

PA CORE STANDARDS:

CC.1.4.8.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.8.G: Demonstrate command of the conventions of standard English when speaking based on Grade 8 level content.

UNIT OBJECTIVES (SWBATS):

- Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of word relations and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Teach the conventions appropriate to the type of writing.
- Cultivate an environment of respect and wonder relative to language.
- Model the virtue of correctness when writing and speaking.
- To teach conventions: provide direct separate instruction in the concept, create opportunities to practice and refine, and apply the knowledge and use the learning in an actual piece of writing to demonstrate the full concept.
- Provide mentoring texts as examples to improve writing.
- Use four-sentence composing techniques.
- Emphasize, reinforce and teach how to capitalize, punctuate, and spell within the context of the larger curriculum.
- Use multiple and contrasting models.
- Use mentor texts.

- Use the four sentence-composing techniques, unscramble sentence, imitate specific forms and conventions, combine multiple sentence and expand on sentences.
- Use a range on contrasting models.
- Expose students to a wide variety of texts and authors, styles, genres, forma and formats.
- Provide feedback on drafts.
- Create a slide show or handout that shows different iterations of the same idea or subject in various sentence formats.
- Give students rubrics with different traits related to syntax and style to use to assess their own or another's writing.
- To determine the meanings of words use, context clues, word parts and available resources.
- Model for students by thinking out loud.
- Work with students to identify suffixes, prefixes and roots that make up a particular word.
- Guide students through different reference books.
- Help students identify words that have multiple meanings in the context in which they are used, use a dictionary and work in pairs.
- Offer open-ended opportunities at different points in the study of a text or topic.
- Examine some critical writings about the subject or text being taught looking for the sort of nouns, verbs, and adjectives used to discuss that particular topic.
- Create a three column organizer.
- Develop a graphic organizer that allows students to analyze the associations between core word and its associated words.

ANCHOR VOCABULARY: Active and passive voice

- Affixes
- Allusion
- Analogy
- Antonym
- Capitalization
- Clause
- Concisely/concision
- Conditional mood
- Connotations
- Content
- Context clues
- Conventions
- Coordinate adjectives
- Dash
- Denotations
- Elements
- Ellipsis
- Figurative language
- Grammar
- Inferred meaning
- Interpret
- Misplace or dangling modifier
- Mood

- Multiple meaning words
- Nonrestrictive/parenthetical
- Nuance
- Parts of speech
- Personification
- Phrase
- Precise meaning
- Pun
- Punctuation
- Redundancy/redundant
- Roots
- Standard English
- Synonym
- Types of sentences (simple, complex, compound, compound/complex)
- Usage
- Verb
- Verbal irony
- Verbals (participial phrases, gerunds, infinitives)
- Word relationship.
- Wordiness

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- PSSAs (Summative)
- Tests and Quizzes (Objective)
- Essay Writing (Objective)
- Written response to questions
- Rubrics

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- PSSA: Proficient
- CDTs: Proficient or Advanced as determined yearly by PDE

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Provide students with graphic organizers
- Abbreviated Tests
- Chunking
- Review Sheets
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations.

For Advanced Students:

- Assign students teacher generated tests appropriate to academic level
- Advanced writing assignments

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Prentice Hall *Timeless Voices, Timeless Themes*

- *Prentice Hall Writing and Grammar Silver Edition*
- *Warner's English Composition and Grammar* Harcourt Brace
- *Holt High School Handbook*
- *Write Source 2000* by Sebranek/Kemper/Meyer
- *Measuring Up to the Common Core*
- *Measuring Up to the Pennsylvania Academic Standards*
- Various journal prompts
- *Vocabulary From Classical Roots* by Norma Fifer & Nancy Flowers
- *Vocabulary Workshop* by Jerome Shustak
- Study Island

RESOURCE SPECIFIC VOCABULARY:

This will be specific, depending on the type of writing produced.