

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Language Arts

GRADE 8

Date of Board Approval: October 17, 2013

Revised: April 17, 2014

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	<u>Language Arts</u>	SUBJECT:	<u>English</u>	GRADE LEVEL:	<u>8</u>
COURSE LENGTH:	<u>1 year</u>	DURATION:	<u>45 min/day</u>	FREQUENCY:	<u>5 times/week</u>
PREREQUISITES:	<u>Language Arts Grade 7</u>	CREDIT:	<u>n/a</u>	LEVEL:	<u>n/a</u>

Course Description/Objectives:

In eighth grade, English students expand their reading, writing, speaking, and language skills in order to become more effective communicators. They critically read and analyze an array of texts including short stories, poetry, novels, and non-fiction. As students write informative, narrative, creative, and persuasive pieces, they refine their abilities to use language and develop personal writing styles. Through project work, students integrate research, writing, and technology skills. In addition, students develop speaking and listening skills through discussions, presentations, and response to various types of media.

Text: *Prentice Hall Literature 2007*

Additional Texts: *To Kill a Mockingbird*
The Glory Field
Touching Spirit Bear
The Light in the Forest

Several novels are available for literature circles.

Curriculum Writing Committee: Dorene Akujobi, Jessica Klunk, Maria Korns, Jessica Rauhauser

COURSE TIME LINE

Unit 1: Multi-Paragraph Informational Essay (Essential)	15 days
Unit 2: Elements of the Short Story (Essential)	15 days
Unit 3: Creative Writing (Essential)	12 days
Unit 4: Multi-Paragraph Persuasive Essay (Essential)	13 days
Unit 5: Elements of Non-Fiction (Essential)	15 days
Unit 6: Novel (Essential)	35 days
Unit 7: Elements of Poetry (Important)	15 days
Unit 8: Grammar (Important)	(Interspersed throughout the year) 15 days
Unit 9: Vocabulary (Important)	(Interspersed throughout the year) 15 days
Unit 10: Research (Important)	(Interspersed throughout the year) 10 days
Unit 11: Literature Circles (Compact)	12 days
	TOTAL: 172 days

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #1: Multi-Paragraph Informational Essay **GRADE:** 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.W.8.2

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CC.1.4.8.A**

CCSS.ELA-Literacy.W.8.2a

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CC.1.4.8.B**

CCSS.ELA-Literacy.W.8.2b

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **CC.1.4.8.C**

CCSS.ELA-Literacy.W.8.2c

- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **CC.1.4.8.D**

CCSS.ELA-Literacy.W.8.2d

- Use precise language and domain-specific vocabulary to inform about or explain the topic. **CC.1.4.8.E**

CCSS.ELA-Literacy.W.8.2e

- Establish and maintain a formal style. **CC.1.4.8.E**

CCSS.ELA-Literacy.W.8.2f

- Provide a concluding statement or section that follows from and supports the information or explanation presented. **CC.1.4.8.D**

CCSS.ELA-Literacy.W.8.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.8.**

CCSS.ELA-Literacy.W.8.5

- 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**

CCSS.ELA-Literacy.L.8.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.8.F**

CCSS.ELA-Literacy.L.8.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.8.F**

CCSS.ELA-Literacy.L.8.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.W.8.6

- 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**

CCSS.ELA-Literacy.W.8.10

- 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**

PA Common Core Standards are noted in boldface.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #1: Multi-Paragraph Informational Essay **GRADE:** 8

UNDERSTANDINGS

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change or clarify ideas. When writing informational essays, writers develop complete, logically sequenced text with relevant, credible evidence, and detail. This evidence can be in the form of facts, examples, details and/or statistics. In order to convey information clearly, writers purposefully select and use precise language and consider their audience.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Multi-paragraph informational essay

KNOW

- Define a thesis statement as the controlling idea of the entire essay.
- Identify transitions as ways to link ideas, sentences, and paragraphs.
- Explain that word choices and tone are determined by the essay's intended audience.
- Explain that a closing sentence leaves a lasting impression of the controlling theme.

DO

- Write multi-paragraph informational texts in response to prompts.
- Draft, revise, and edit multi-paragraph informational texts.
- Identify and compose thesis statements.
- Gather and cite evidence to support the thesis.
- Use an outline or graphic organizer to structure an essay.
- Develop detailed body paragraphs with topic and closing sentences that reflect the thesis sentence. (demonstrating unity)
- Use appropriate and varied transitions to create cohesion.
- In a formal essay avoid the use of second person subject pronouns and limit the use of first person pronouns.
- Identify audience and write with the appropriate tone.
- Write an appropriate conclusion proving the thesis.
- Use peer revision and teacher conferencing to improve drafts.
- Use rubrics to revise and edit writing.
- Apply MLA formatting.
- Apply research skills as delineated in unit 10.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #2: Elements of the Short Story

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.8.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **CC.1.3.8.K**

CCSS.ELA-Literacy.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.8.B**

CCSS.ELA-Literacy.RL.8.2

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

CCSS.ELA-Literacy.RL.8.3

- 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.C**

CCSS.ELA-Literacy.RL.8.4

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC.1.3.8.F**

CCSS.ELA-Literacy.RL.8.5

- 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.E**

CCSS.ELA-Literacy.RL.8.6

- 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.D**

CCSS.ELA-Literacy.RL.8.9

- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **CC.1.3.8.H**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #2: Elements of the Short Story

GRADE: 8

UNDERSTANDINGS

Authors use a variety of literary elements and devices to create a compelling episode of the human experience. Literature becomes relevant when it is connected to other texts, to oneself, or to the larger world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Short story analysis- test-based or project-based

KNOW

- Define the following terms: inference, irony, style, author's purpose, mood, tone, flashback, foreshadowing, characterization, point of view, and conflict.
- Identify characters as flat, round, dynamic, or static.
- Define setting as the atmosphere, social context, time, and place of a short story.
- Explain how types of irony (dramatic, verbal, and situational) contribute to style.
- State a theme as a complete thought.
- Recognize the form and punctuation of dialogue in narrative writing.
- List and describe metacognitive thinking strategies to include: summarizing, visualizing, making inferences, questioning, monitoring understanding, making connections, and synthesizing.

DO

- Read variety of short stories.
- Apply metacognitive strategies to enhance understanding of short stories.
- Use annotation strategies while reading.
- Make inferences and/or draw conclusions based on information in the text.
- Make text-to-text, text-to-self, and text-to-world connections.
- Identify and explain how literary devices contribute to the story.
- Analyze author's use of language and its impact on meaning and tone.
- Analyze the historical and cultural contexts of a story.
- Compare and contrast the structures of two or more short stories and analyze the impact on meaning.
- Engage effectively in a range of collaborative discussions.(pairs, small groups, and teacher-led)
- Cite evidence in prompted journal responses.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 12 days

UNIT #3: Creative Writing **GRADE:** 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.W.8.10

- 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**

CCSS.ELA-Literacy.W.8.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.8.X**

CCSS.ELA-Literacy.W.8.3

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences **CC.1.4.8.M**

CCSS.ELA-Literacy.W.8.3a

- 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. **CC.1.4.8.N**

CCSS.ELA-Literacy.W.8.3b

- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **CC.1.4.8.O**

CCSS.ELA-Literacy.W.8.3c

- Use 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. **CC.1.4.8.P**

CCSS.ELA-Literacy.W.8.3d

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **CC.1.4.8.Q**

CCSS.ELA-Literacy.W.8.3e

- Provide a conclusion that follows from and reflects on the narrated experiences or events. **CC.1.4.8.P**

CCSS.ELA-Literacy.W.8.5

- 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**

CCSS.ELA-Literacy.W.8.6

CCSS.ELA-Literacy.L.8.1

CCSS.ELA-Literacy.L.8.2

CCSS.ELA-Literacy.L.8.3

- 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**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.8.F**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.8.F**
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 12 days

UNIT #3: Creative Writing **GRADE:** 8

UNDERSTANDINGS

Authors make intentional choices in creative writing including the use of literary elements. Effective creative writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

A piece of creative writing produced according to the Scholastic Writing Contest guidelines for length and genre

KNOW

- Define an anecdote as a brief life experience that can be used to support a position or to make a point.
- Identify conflict as the rising action that drives the plot of a narrative work.
- Describe voice as an author's unique style, sensibility, or perspective.

DO

- Draft a piece of creative writing
- Use narrative techniques such as figurative language and sensory details to develop experiences, events or, characters.
- Workshop with teacher and peers to revise and develop a piece of writing according to rubric guidelines.
- Edit the draft.
- Use technology to produce and publish writing.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 13 days

UNIT #4: Multi-Paragraph Persuasive Essay **GRADE:** 8

STANDARDS:

Common Core Standards:

- CCSS.ELA-Literacy.W.8.10 • 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**
- CCSS.ELA-Literacy.W.8.4 • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.8.X**
- CCSS.ELA-Literacy.W.8.1 • Write arguments to support claims with clear reasons and relevant evidence **CC1.4.8.G**
- CCSS.ELA-Literacy.W.8.1a • Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **CC.1.4.8.H, CC.1.4.8.J**
- CCSS.ELA-Literacy.W.8.1b • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CC.1.4.8.I**
- CCSS.ELA-Literacy.W.8.1c • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
• **CC.1.4.8.J**
- CCSS.ELA-Literacy.W.8.1d • Establish and maintain a formal style. **CC.1.4.8.E**
- CCSS.ELA-Literacy.W.8.1e • Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.8.J**
- CCSS.ELA-Literacy.W.8.6 • 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**

CCSS.ELA-Literacy.L.8.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.8.F**

CCSS.ELA-Literacy.L.8.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.8.F**

CCSS.ELA-Literacy.L.8.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 13 days

UNIT #4: Multi-Paragraph Persuasive Essay **GRADE:** 8

UNDERSTANDINGS

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit, and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology. Effective persuasion influences the opinions of others by using fact-based support. Writers share information, opinions, and ideas by using multiple techniques and text types. Knowledge of persuasive tone allows writers to communicate to their audience in appropriate and meaningful ways to achieve their intended purpose.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Multi-paragraph persuasive essay

KNOW

- Define appeal, refute, counter-argument, position, and issue.
- Describe the following persuasive strategies: countering opposing arguments and using emotional, ethical, and logical appeals.(pathos, ethos, logos)
- Explain how propaganda is used as a tool to influence opinion.
- Describe bias as an unintentional prejudice that can influence a writer's perspective.
- Explain that the validity of an argument is predicated upon a well-reasoned, factually supported position.
- Describe persuasive text structure as: block, point by point, or inform and then persuade.

DO

- Evaluate an author's work to determine if bias exists.
- Debate an issue to sharpen position, to identify counter-arguments, and to gather resources and support.
- State, defend, and maintain a valid claim or position or issue in writing using a logical order of major points.
- Identify audience and write with the appropriate tone.
- Anticipate and refute counter-arguments.
- Indicate a deliberate claim or position which identifies counter-arguments without contradicting the thesis.
- Support the claim or position with facts, anecdotes, and a variety of appeals/persuasive techniques.
- Use appropriate and varied transitions to create cohesion.
- Use peer revision and teacher conferencing to improve drafts.
- Use rubrics to revise and edit writing.
- Apply MLA formatting.
- Apply research skills as delineated in unit 10.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #5: Elements of Non-Fiction

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RI.8.10

- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. **CC.1.2.8.L**

CCSS.ELA-Literacy.RI.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.8.B**

CCSS.ELA-Literacy.RI.8.2

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

CCSS.ELA-Literacy.RI.8.3

- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **CC.1.2.8.C**

CCSS.ELA-Literacy.RI.8.4

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC.1.2.8.F**

CCSS.ELA-Literacy.RI.8.5

- 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. **CC.1.2.8.E**

CCSS.ELA-Literacy.RI.8.6

- 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.D**

CCSS.ELA-Literacy.RI.8.7

- 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**

CCSS.ELA-Literacy.RI.8.8

- 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. **CC.1.2.8.H**

CCSS.ELA-Literacy.RI.8.9

- 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. **CC.1.2.8.I**

CCSS.ELA-Literacy.SL.8.4

- 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**

CCSS.ELA-Literacy.SL.8.6

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.8.E**

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #5: Elements of Non-Fiction

GRADE: 8

UNDERSTANDINGS

Mature readers approach non-fiction texts with a critical eye by analyzing style and craftsmanship. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure. Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit test or oral presentation

KNOW

- Define the terms subjective, objective, relevant, and irrelevant.
- Describe the following text structures used to organize non-fiction text: cause/effect, compare/contrast, question/answer, expository/informational, sequence/chronological, problem/solution, classification, and concept/definition.
- List examples of non-fiction material.
- Categorize the following non-fiction as narrative, expository, or persuasive: biography, autobiography, narrative essays, memoirs, newspapers, articles, historical essays, editorials, speeches.
- Explain how text-features and elements including headings, sub-headings, captions, charts and graphs, and bold-face type aid comprehension.

DO

- Read and analyze a variety of informational and literary non-fiction texts.
- Evaluate the effectiveness of a given text structure and analyze the language the author uses.
- Evaluate the effectiveness of using different mediums (e.g., print or digital text, video, multimedia) to achieve an author's purpose.
- Distinguish between relevant and irrelevant information in variety of texts and cite supporting evidence.
- Distinguish fact from opinion to evaluate validity and to identify bias.
- Compare and contrast viewpoints between and within non-fiction texts and cite supporting evidence.
- Draw conclusions based on information given and cite supporting evidence.
- Paraphrase and summarize key points from a non-fiction selection.
- Locate and annotate appropriate non-fiction articles for a variety of purposes.
- Produce a prompted response and/or discussion related to an issue.
- Present information or findings to class (individual speech or group presentation)

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 35 days

UNIT #6: Novel

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.8.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **CC.1.3.8.K**

CCSS.ELA-Literacy.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.8.B**

CCSS.ELA-Literacy.RL.8.2

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

CCSS.ELA-Literacy.RL.8.3

- 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.C**

CCSS.ELA-Literacy.RL.8.4

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC.1.3.8.F**

CCSS.ELA-Literacy.RL.8.5

- 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.E**

CCSS.ELA-Literacy.RL.8.7

- 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 the director or actors. **CC.1.3.8.G**

CCSS.ELA-Literacy.RL.8.9

- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. **CC.1.3.8.H**

CCSS.ELA-Literacy.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1a

- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1b

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1c

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1d

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **CC.1.5.8.A**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 35 days

UNIT #6: Novel **GRADE:** 8

UNDERSTANDINGS

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas, and social realities. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure. Life therefore shapes literature and literature shapes life.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

A timed in-class writing that demonstrates understanding of literary elements or a literary analysis essay

KNOW

- Define sub-plot, foreshadowing, and flashback.
- Explain that foreshadowing is a device used to create expectations or to set up an explanation of future events.
- Describe how conflict leads to rising action.
- Identify sub-plots in a novel.
- Explain that setting includes atmosphere and historical context, and that it affects other literary elements, particularly tone.
- Explain that characters' natures are revealed by their actions and dialogue, by what other characters say about them, and by the exposition of the novel.
- Define tone as the speaker or writer's attitude and its impact on the reader's mood or emotional response.
- Identify multiple themes within a novel.

DO

- Analyze literary elements in a novel and support the analysis with evidence from the text.
- Make text-to-self, text-to-text, and text-to-world connections.
- Apply metacognitive thinking strategies to an extended work.(annotation)
- Analyze the author's purpose as it relates to the novel as a whole.
- Analyze the impacts of sub-plots on the main plot of a novel.
- Analyze the impact of literary elements on character development. (setting, plot, other characters)
- Engage in a range of collaborative discussions. (pairs, small groups, and teacher-led)
- Prepare for collaborative group discussions by reading and responding to text.
- In discussions pose questions and respond to others citing text evidence.
- Compare a filmed or live production with the text of a story or drama evaluating the choices made by the director or actors.
- Produce short written responses to text.(double entry journal)

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #7: Elements of Poetry

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.8.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **CC.1.3.8.K**

CCSS.ELA-Literacy.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.8.B**

CCSS.ELA-Literacy.RL.8.4

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC.1.3.8.F**

CCSS.ELA-Literacy.RL.8.5

- 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.E**

CCSS.ELA-Literacy.W.8.10

- 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.14.8.S**

CCSS.ELA-Literacy.W.8.4

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.8.3d

- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **CC.1.4.7Q**

CCSS.ELA-Literacy.SL.8.6

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC1.8.5.E**

CCSS.ELA-Literacy.SL.8.5

- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **CC1.8.5.F**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #7: Elements of Poetry **GRADE:** 8

UNDERSTANDINGS

Poetry is a more abstract way of expressing the emotions, intentions, culture, and life experiences of an author. To support the author's purpose, poems have a variety of forms and contain figurative language.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Poetry portfolio and presentation

KNOW

- Define simile, metaphor, symbol, personification, hyperbole, imagery, alliteration, and onomatopoeia.
- Describe structured poetry as poems that include defined rhyme, rhythm, and meter.
- Describe free verse poetry as poetry that may lack regular metrical and rhyme patterns, but that tries to capture cadences of everyday speech. (PDE Reading Assessment Glossary)
- Identify structural features of poems. Poems include lines, stanzas, and line breaks.
- Explain that types of poetry often reflect the culture of the poet.

DO

- Read poetry. (silently and aloud)
- Interpret and discuss poetry.
- Analyze how figurative language affects the interpretation of a poem.
- Write in various poetic styles using figurative language.
- Evaluate how poetic style (word choice, figurative language, and form) achieves a poet's purpose.
- Connect poetic elements to popular culture such as music.
- Distinguish between free verse and structured poetry.
- Interpret and present a poem orally.
- Compare and contrast poems with other texts.
- Share original poetry through a variety of mediums.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #8: Grammar **GRADE:** 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.L.8.1

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. . **CC.1.4.8.F, CC.1.4.8.L, CC.1.4.8R**

CCSS.ELA-Literacy.L.8.1a

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-Literacy.L.8.1b

- Form and use verbs in the active and passive voice. **CC.1.4.8.Q**

CCSS.ELA-Literacy.L.8.1c

- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. **CC.1.4.8.Q**

CCSS.ELA-Literacy.L.8.1d

- Recognize and correct inappropriate shifts in verb voice and mood.*

CCSS.ELA-Literacy.L.8.2

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.8.F, CC.1.4.8.L, CC.1.4.8R**

CCSS.ELA-Literacy.L.8.2a

- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-Literacy.L.8.2b

- Use an ellipsis to indicate an omission.

CCSS.ELA-Literacy.L.8.3

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.3a

- 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). **CC.1.4.8.Q**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #8: Grammar **GRADE:** 8

UNDERSTANDINGS

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Formative assessment occurs throughout the year in writing and literature lessons. Published pieces of writing are assessed for style and conventions.

KNOW

- Describe the functions of the eight basic parts of speech.
- Explain that the part of speech label is determined by the function of a word in a sentence.
- Define and identify independent/dependent clauses, fragments, and run-ons.
- Distinguish among simple sentences, compound sentences, and complex sentences.
- Identify correct use of semi-colons and commas as a means to correct run-ons and fragments.
- Explain the functions of participles, gerunds, and infinitives.
- Recognize active and passive voice in a passage.
- Recognize verb moods: indicative, imperative, interrogative, and conditional.

DO

- Create and use a variety of sentence types. (simple, compound, complex.)
- Use participles, gerunds, and infinitives correctly.
- Revise and edit work to eliminate fragments and run-ons.
- Use sentence revision strategies including sentence combining, varying sentence length, and varying sentence beginnings.
- Analyze the effects of using active and passive voice in a piece of writing.
- Analyze the impact of verb moods on the tone of a text.
- Edit work for correct use of commas, dashes, and ellipses.
- Use a grade level editing checklist while proofreading written work.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 15 days

UNIT #9: Vocabulary

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.L.8.4

- 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. **CC.1.3.8.I, CC.1.2.8.K**

CCSS.ELA-Literacy.L.8.4a

- 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. **CC.1.3.8.J**

CCSS.ELA-Literacy.L.8.4b

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

CCSS.ELA-Literacy.L.8.4c

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **CC.1.3.8.I, CC.1.2.8.K**

CCSS.ELA-Literacy.L.8.4d

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CC.1.3.8.I, CC.1.2.8.K**

CCSS.ELA-Literacy.L.8.5

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.8.F, CC.1.2.8.F**

CCSS.ELA-Literacy.L.8.5a

- Interpret figures of speech (e.g. verbal irony, puns) in context. **CC.1.3.8.F**

CCSS.ELA-Literacy.L.8.5b

- Use the relationship between particular words to better understand each of the words. **CC.1.3.8.I, CC.1.2.8.K**

CCSS.ELA-Literacy.L.8.5c

- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). **CC.1.3.8.F**

CCSS.ELA-Literacy.L.8.6

- 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, CC.1.2.8.J**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 15 days

UNIT #9: Vocabulary **GRADE:** 8

UNDERSTANDINGS

Vocabulary knowledge is fundamental for learning and effective communication. Exposure to a wide variety of texts enriches and expands one's spoken and written vocabulary.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit tests and quizzes

KNOW

- Define synonym, antonym, context clues, verb tense, connotation, and denotation.
- Explain how affixes impact word meaning.
- Describe how context clues can be used to determine meaning.
- Explain how an author's usage of a word determines meaning.
- Identify dictionaries, glossaries, and thesauruses as resources for vocabulary development and enrichment.
- Identify common Greek and Latin roots and affixes.

DO

- Read, view, and listen to a variety of texts to acquire new vocabulary.
- Use context clues to determine the meaning of unfamiliar vocabulary.
- Consult print and digital reference materials to find the pronunciation of a word or determine or clarify its meaning or its part of speech.
- Analyze the connotations of words with similar definitions.

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 10 days

UNIT #10: Research **GRADE:** 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RI.8.2

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

CCSS.ELA-Literacy.RI.8.9

- 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. . **CC.1.2.8.I**

CCSS.ELA-Literacy.W.8.7

- 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. **CC1.4.8.V**

CCSS.ELA-Literacy.W.8.8

- 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. **CC1.4.8.V**

CCSS.ELA-Literacy.W.8.9

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC1.4.8.S**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 10 days

UNIT #10: Research **GRADE:** 8

UNDERSTANDINGS

Research provides support for informational and persuasive theses and provides a context for literature.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research skills are developed throughout the year particularly during the persuasive and informational writing units and the non-fiction unit.

KNOW

- Define bias and validity.
- Distinguish between credible and unreliable resources.
- Distinguish between primary and secondary resources.
- Identify the elements of MLA formatting: headings, citations in text, work cited formats.
- Describe strategies for avoiding plagiarism.(paraphrasing, proper citation)
- Explain that resources used in research projects, papers, or presentations must be acknowledged.

DO

- Use properly cited research within informational and persuasive essays as well as to support multi-media projects.
- Select and refine a topic for research.
- Use search terms effectively to locate and use credible primary and secondary sources of information from print, electronic, and media sources from multiple genres.
- Distinguish between essential and non-essential information while using a variety of note taking strategies.
- Make connections, comparisons, and contrasts between multiple sources of information.
- Synthesize information from multiple sources to produce a piece of writing or presentation.
- Use in text citations.
- Create a works-cited page in MLA format.

KNOW, UNDERSTAND, DO

COURSE: Language Arts

TIME FRAME: 12 days

UNIT #11: Literature Circles

GRADE: 8

STANDARDS:

Common Core Standards:

CCSS.ELA-Literacy.RL.8.1

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CC1.3.8.B**

CCSS.ELA-Literacy.RL.8.2

- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **CC1.3.8.A**

CCSS.ELA-Literacy.RL.8.3

- 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. **CC1.3.8.C**

CCSS.ELA-Literacy.RL.8.4

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CC1.3.8.F**

CCSS.ELA-Literacy.RL.8.6

- 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.

CCSS.ELA-Literacy.RL.8.10

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. **CC1.3.8.K**

CCSS.ELA-Literacy.SL.8.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **CC.1.5.8.A, CC.1.5.8.E**

CCSS.ELA-Literacy.SL.8.1a

- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1b

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1c

- Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **CC.1.5.8.A**

CCSS.ELA-Literacy.SL.8.1d

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **CC.1.5.8.A**

KNOW, UNDERSTAND, DO

COURSE: Language Arts **TIME FRAME:** 12 days

UNIT #11: Literature Circles **GRADE:** 8

UNDERSTANDINGS

Discussing literature involves reflecting on a text, listening to the ideas of others, and refining one's interpretation of a novel or any literary work.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Project-based assessment (in collaborative groups or independently)

KNOW

- Describe the elements of discussion etiquette.
[Expressing an opinion, responding to others' comments, disagreeing, soliciting a response, asking for clarification, interruption, and offering suggestions.]

*Literature circles require students to apply literary analysis skills developed throughout the year.

DO

- Independently read and interpret a novel.
- Examine literary elements and devices in a novel to demonstrate comprehension.
- Create questions that evoke deeper thinking and discussion.
- Actively listen and respond in literary discussions.
- Clarify, illustrate, or expand upon ideas in a literary discussion.
- Reflect in writing while reading a selected novel.

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

I= Instruct B= Build S= Strengthen M= Maintain							
Parts of Speech	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	I	B	S	M	M	M	M
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		I	B	S	M	M	M
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			I	B	S	M	M
Form and use verbs in active and passive voice.			I	B	S	M	M
Sentence Building	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	S	M	M	M	M	M	M
Identify the subject and predicate of a sentence.	I	B	S	M	M	M	M
Identify and correct fragments in writing. (unless they are used for effect)	I	B	S	M	M	M	M
Identify and correct run-on sentences in writing.	I	B	S	M	M	M	M
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	I	I	B	S	S	M	M
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		I	B	S	M	M	M
Explain the functions of participles, infinitives, and gerunds.			I	B	S	M	M
Use phrases (verbals, appositives, prepositional) to write effectively.			I	B	S	M	M
Define and identify dependent and independent clauses.		I	B	S	M	M	M
Identify simple, compound, and complex sentences in texts and use them in writing.		I	B	S	M	M	M
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
Mechanics (continued)	6	7	8	9	10	11	12	
Capitalization								
Capitalize the first word in a sentence.	S	M	M	M	M	M	M	
Capitalize proper nouns.	S	M	M	M	M	M	M	
Capitalize "Mom, Dad..." when used as proper nouns.	I	B	S	M	M	M	M	
Capitalize words in titles correctly.	I	B	S	M	M	M	M	
Consult references to correct capitalization.	I	B	S	M	M	M	M	
Punctuation	6	7	8	9	10	11	12	
Use correct end of sentence punctuation.	S	M	M	M	M	M	M	
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M	
Use commas to separate items in a series.	S	M	M	M	M	M	M	
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M	
Use commas to separate coordinate adjectives.		I	B	S	M	M	M	
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M	
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M		
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M	
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M	
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M	
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M	
Use colons to introduce a list or a quotation.				I	B	S	M	
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M	
Use an ellipsis to indicate an omission.			I	B	S	M	M	
Observe hyphenation conventions.					I	S	M	
Consult references to correct punctuation.	I	B	S	M	M	M	M	
Formatting								
Indent or double space paragraphs.	S	S	M	M	M	M	M	
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M	

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
Style/Rhetoric	6	7	8	9	10	11	12	
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M	
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M		
Maintain consistency in style and tone.	I	B	S	M	M	M	M	
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).			I	B	S	M	M	
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M	
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M	
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M	
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M	
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			I	B	S	M	M	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)