

**EAST STROUDSBURG AREA SCHOOL DISTRICT**



**ENGLISH LANGUAGE ARTS PLANNED COURSE**

**GRADE 8**

2014-15 through 2020-21

East Stroudsburg Area School District  
**English Language Arts - Grade 8**

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## East Stroudsburg Area School District English Language Arts - Grade 8



**Description:** The East Stroudsburg Area School District’s Sixth Grade English Language Arts (ELA) Planned Course reflects the Pennsylvania Academic Standards for English Language Arts (March, 2014), and the Pennsylvania Department of Education Assessment Anchors and Eligible Content (April, 2014). It provides a framework of content designed to maximize successful mastery of English Language Arts, addressing six major instructional shifts in ELA, use and application of the Habits of Mind, and thinking strategies for close and critical reading.

Habits of Mind	
1. Persisting 2. Managing Impulsivity 3. Listening to Others with Empathy and Understanding 4. Thinking Flexibly 5. Metacognition 6. Striving for Accuracy and Precision 7. Questioning and Posing Problems	8. Applying Past Knowledge to New Situations 9. Thinking and Communicating with Clarity and Precision 10. Gathering Data through All Senses 11. Creating, Imagining, and Innovating 12. Responding with Wonderment and Awe 13. Taking Responsible Risks 14. Finding Humor

The English Language Arts Curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction. Each grade level includes opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.

### English Language Arts Overview

**Description:** The English Language Arts (ELA) curriculum integrates reading and writing and is provided to enhance mastery of the skills and concepts found in the following domains: reading literature, reading informational text, writing, and speaking and listening. The ELA curriculum is designed to address the needs of a diverse population of learners. The content builds upon student learning styles and provides for differentiated instruction by including opportunities for enrichment and remediation of concepts, as well as activities for English Language Learners.



## East Stroudsburg Area School District English Language Arts - Grade 8



### Scope & Sequence

- **Unit 1: Reading Literature (Fiction)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis
  
- **Unit 2: Narrative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions
  
- **Unit 3: Reading Informational Text (Nonfiction)**
  - Key Ideas and Details in Informational Text
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Text-Dependent Analysis
  
- **Unit 4: Informational Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions



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- **Unit 5: Argumentative Writing**
  - Task Type, Purpose & Audience
  - Development
  - Organization
  - Style
  - Grammar and Conventions
  
- **Unit 6: Grammar and Conventions (Note: Skills/Concepts in this unit are embedded into ALL units)**
  - Grammar and Usage
  - Capitalization, Punctuation, and Spelling
  - Language and its Conventions
  
- **Unit 7: Poetry (Note: Skills/Concepts in this unit are embedded into Units 1 through 5)**
  - Key Ideas and Details in Literature
  - Craft and Structure
  - Integration of Knowledge and Ideas/Connections within, between, and/or among texts
  - Vocabulary Acquisition and Use
  - Figurative Language
  
- **Unit 8: Research**
  - Conducting Research/Gathering Information
  - Drawing Evidence/Citing Sources
  - Use of Technology
  - Writing Informative/Explanatory Texts

**Appendices:**

A: ELA Curriculum Sequence

B: Study Skills Addendum



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C: Pennsylvania Academic Standards and Eligible Content Checklist

D: ELA Long Term Transfer Goals

E: ISTE Standards for Teachers

F: ISTE Standards for Students

G: Career Education and Work Standards

H: Shifts in ELA Instruction

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**Unit:** READING LITERATURE (FICTION)

**Course Time Prior to PSSA:** 3 - 6 weeks. Skills will be spiraled throughout the year.

**Overview:**

Students will read critically to determine main ideas and the facts and details that support them.

Students will identify, interpret and analyze literary devices and techniques used by the author in the selection to determine their appropriateness.

Students will identify how elements of a story or drama interact and how its form and structure contribute to its meaning.

**Unit Essential Questions:**

1. How do readers determine stated and implied main ideas and supporting details in order to understand text?
2. What is the theme of a selection and how can we relate it to our own lives?
3. What evidence does the author provide to support the theme or message of the selection?
4. How do character's motives affect their behaviors?
5. How can I analyze the characters, setting and plot to better understand the selection?
6. How do particular elements of a story or drama interact?
7. How does a story or drama's form and structure contribute to its meaning?
8. How does an author use language to create a mood in a selection?
9. How can students understand the author's purpose and point of view as well as how it impacts the reader?
10. How does text organization help communicate author's purpose?
11. How does an author use literary devices for effect in a selection?
12. How will one determine the meaning of figurative language and word choice in text?
13. How will one compare and contrast similar themes across different genres?
14. How will one determine multiple meaning words and phrase within context?
15. How will one introduce and support claims for an intended audience?
16. How can one demonstrate command of conventions, organization and vocabulary when writing and speaking?
17. How will one compare and contrast print selection versus multimedia watching or listening?
18. How will one prepare and participate in discussions?
19. How will one interpret information from various media formats?

**PSSA Content Module/Assessment Anchor:**

E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E08. A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

**Unit:** READING LITERATURE (FICTION)

**PSSA Eligible Content:**

E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.A-K.1.1.2 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.

E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama action, reveal aspects of a character, or provoke decision.

E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

E08. A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “stories” means narration of events told through the text types of stories, dramas, or poems.

E08. A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede* , *recede*, *secede*)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use relationships between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.; *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support writer’s purpose.

E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas and inferences and demonstrating an understanding of the text(s).

E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E08.E.1.1.5 Establish and maintain a formal style.

E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.



**Unit:** READING LITERATURE (FICTION)

**Pennsylvania Academic 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 texts 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 or 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.

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.

CC1.4.8.E/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.

CC1.4.8.H Introduce and state an opinion on a topic

CC1.4.8.I Acknowledge and distinguish the claim (s) from the alternate or opposing claims and support claims with logical reasoning and relevant

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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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.7.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.

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 to 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 interests, 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.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b \*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

A. Work Habits

B. Cooperation and Teamwork

C. Group Interaction

E. Time Management

F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

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ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Achieve 3000 found at <https://portal.achieve3000.com/>

Study Island found at <http://studyisland.com/web/index/>

**Remediation:** Achieve 3000 found at <https://portal.achieve3000.com/>

Study Island found at <http://studyisland.com/web/index/>

**IEP/GIEP:** Refer to individual student’s education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
CC.1.3.8.A, CC.1.3.8.B, CC.1.3.8.C, CC.1.3.8.D, CC.1.3.8.E, CC.1.3.8.F, CC.1.3.8.G, CC.1.3.8.H, CC.1.3.8.I, CC.1.3.8.J, CC.1.3.8.K, CC.1.4.8.A, CC.1.4.8.B, CC.1.4.8.C, CC.1.4.8.D, CC.1.4.8.E, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.J, CC.1.4.8.K, CC.1.4.8.S, CC.1.4.8.T	<ul style="list-style-type: none"> <li>● Predicting</li> <li>● Previewing</li> <li>● Using background knowledge (schema)</li> <li>● Visualizing</li> <li>● Determining Importance</li> <li>● Questioning</li> <li>● Inferring</li> <li>● Analyzing</li> <li>● Synthesizing</li> <li>● Clarifying</li> <li>● Monitoring for meaning</li> <li>● Summarizing &amp; Paraphrasing</li> <li>● Evaluating</li> <li>● Make Inferences</li> <li>● Read Closely &amp; Critically</li> </ul>	<ul style="list-style-type: none"> <li>● Webs</li> <li>● T-Chart</li> <li>● Venn Diagram</li> <li>● Plot Diagram</li> <li>● ANSWER KEY to Open Response</li> <li>● Five W’s template</li> <li>● Evidence/interpretation T-Chart</li> </ul>

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**Unit:** READING LITERATURE (FICTION)

**Content Statement:** Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E08.A-K.1.1  CC.1.3.8.B  (Key Ideas & Details)	Demonstrate understanding of key ideas and details in literature.  E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. <ul style="list-style-type: none"> <li>● Characteristics of an analysis</li> <li>● Textual evidence/support</li> <li>● Inference</li> <li>● Prediction</li> <li>● Critical judgements</li> <li>● Generalizations</li> <li>● Explicitly stated information</li> <li>● Conclusion</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Make, test and revise predictions as they read</li> <li>● Make inferences</li> <li>● Identify and cite appropriate text support for inferences</li> <li>● Differentiate between strong and weak textual support</li> <li>● Use the combination of background knowledge, explicitly stated information, and connections to the text to answer questions they have as they read</li> <li>● Make critical and analytical judgments to make generalizations</li> <li>● Create self-motivated interpretations of text that are adapted during and after reading</li> <li>● Draw conclusions</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Allusion</li> <li>● Analysis/analyze</li> <li>● Antagonist/protagonist</li> <li>● Characterization</li> <li>● Character</li> <li>● Character traits</li> <li>● Clarify</li> <li>● Climax</li> <li>● Conclusion</li> <li>● Conflict</li> <li>● Critical reading strategies/reading critically</li> <li>● Dialogue</li> <li>● Drama</li> <li>● Dramatic irony</li> <li>● Drawing conclusions</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> </ul>	<u><b>Instructional Strategies/Activities:</b></u> <ul style="list-style-type: none"> <li>● Shared Inquiry</li> <li>● Text Dependent Analysis</li> <li>● Small and large group discussions</li> <li>● Presentations/speeches</li> </ul> <u><b>Materials/Resources:</b></u> <ul style="list-style-type: none"> <li>● <i>Prentice Hall Literature</i> Book Level 8</li> <li>● School board approved novels</li> <li>● Students selected novels</li> <li>● Amazingstories.com and other online fiction sources</li> <li>● <i>Great Books Roundtable</i> – Level 3</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated assessments</li> <li>● Teacher observation</li> <li>● Small group discussions</li> <li>● Large group discussions</li> <li>● Book projects</li> <li>● Prentice Hall Examview assessments</li> <li>● Story evaluations</li> <li>● Presentation rubric</li> <li>● CDT's</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-K.1.1 CC.1.3.8.A  (Key Ideas & Details)	E08.A-K.1.1.2 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. <ul style="list-style-type: none"> <li>● literary texts</li> <li>● how to summarize</li> <li>● how to analyze</li> <li>● central/main idea</li> <li>● Theme</li> <li>● Difference between central ideas and supporting details in a story</li> <li>● story elements (character, setting, plot)</li> <li>● Characteristics of an effective summary for literary texts (objective vs. subjective)</li> <li>● Text evidence</li> <li>● Character’s point of view</li> <li>● Dramatic Irony</li> <li>● Text Effects (suspense, humor)</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Describe or graphically represent the relationship between central ideas and character, setting and plot</li> <li>● Determine a theme or central idea of text</li> <li>● analyze how character, setting and plot develop to reveal a theme or convey the central idea</li> <li>● summarize a text capturing the most important parts of the original piece</li> <li>● 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;</li> <li>● Provide an objective summary of the text</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● Exposition</li> <li>● Falling action</li> <li>● Flashback</li> <li>● Foreshadow</li> <li>● Generalization</li> <li>● Genre</li> <li>● Implied main idea</li> <li>● Inference</li> <li>● Initiating event</li> <li>● Irony</li> <li>● Main idea</li> <li>● Narrator</li> <li>● Objective</li> <li>● Outline</li> <li>● Paraphrase</li> <li>● Plot/plot outline</li> <li>● Predict</li> <li>● Preview</li> <li>● Reader’s purpose</li> <li>● Resolution</li> <li>● Rising action</li> <li>● Setting</li> </ul>	<u><b>Materials/Resources (continued):</b></u> <ul style="list-style-type: none"> <li>● PSSA materials</li> <li>● <i>Linking CCSS to Your Curriculum</i> Grade 8</li> <li>● Teacher generated readings/materials</li> <li>● <i>Be A Better Reader</i></li> <li>● <i>Better Test Scores</i></li> </ul>	(see page 6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-K.1.1 CC.1.3.8.C  (Key Ideas & Details)	E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. <ul style="list-style-type: none"> <li>● Story elements: plot, episodes, character conflicts, character descriptions, setting, dialogue, mood and tone</li> <li>● Drama elements: acts, scenes, dialogue</li> <li>● Character actions, feelings, words and implied motivations</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Explain the story elements in a literary work</li> <li>● Explain elements of drama in a literary work</li> <li>● Identify various types of conflicts</li> <li>● Differentiate among character types and roles within a story or drama</li> <li>● Identify dialogue and explain what specific lines of dialogue reveal about characters</li> <li>● Explain how characters, events, setting and plot interact to create/show mood and tone</li> <li>● 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</li> </ul>	<u><b>Key Ideas &amp; Details Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● SQ3R</li> <li>● Subjective</li> <li>● Summarize</li> <li>● Text support</li> <li>● Theme</li> <li>● Visualize</li> </ul>	(see pages 6 & 7)	(see page 6)

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Unit: READING LITERATURE (FICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.A-C.2.1</p> <p>CC.1.3.8.D</p> <p>(Craft and Structure)</p>	<p>Demonstrate understanding of craft and structure in literature.</p> <p>E08.A-C.2.1.1</p> <p>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.</p> <ul style="list-style-type: none"> <li>● literary texts</li> <li>● how to analyze</li> <li>● Author's purpose(entertain, inform, persuade)</li> <li>● Author's purpose for writing a text impacts the reader in a specific way</li> <li>● Author's use strategies controlling what the reader knows, and when and how the reader gets information to create effects such as suspense or humor.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● identify the author's overall purpose for writing a text</li> <li>● describe how author's purpose shape the content</li> <li>● determine points of view of characters</li> <li>● describe how point of view affects literary texts</li> <li>● describe how point of view impacts the reader</li> <li>● Identify differences in points of view of the characters and the audience or reader</li> <li>● analyze how differences in the points of view create such effects as suspense or humor</li> </ul>	<p><b><u>Craft &amp; Structure Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Audience</li> <li>● Author's purpose</li> <li>● Cause and effect</li> <li>● Compare and contrast</li> <li>● Connect</li> <li>● Connotation</li> <li>● Denotation</li> <li>● Dialogue</li> <li>● Humor</li> <li>● Main idea</li> <li>● Mood</li> <li>● Moral</li> <li>● Objectivity</li> <li>● Point of view</li> <li>● Preview</li> <li>● Problem</li> <li>● SQ3R</li> <li>● Sequential order</li> <li>● Short story</li> <li>● Signal words</li> <li>● Spatial order</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-C.2.1 CC.1.3.8.D  (Craft and Structure)	E08.A-C.2.1.1 - CONTINUED <ul style="list-style-type: none"> <li>● point of view (omniscient, first person, third person limited)</li> <li>● Author’s viewpoint/perspective</li> <li>● speaker/Narrator</li> <li>● Audience</li> <li>● Word Choice</li> <li>● Irony</li> <li>● Subjectivity/Objectivity</li> <li>● Text effects such as suspense or humor</li> </ul>		<u><b>Craft &amp; Structure Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● Stated main idea</li> <li>● Subjectivity</li> <li>● Summarize</li> <li>● Suspense</li> <li>● Text features</li> <li>● Text structure</li> <li>● Text support</li> <li>● Theme</li> <li>● Tone</li> <li>● Voice</li> </ul>	(see pages 6 & 7)	(see page 6)



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-C.2.1 CC.1.3.8.E  (Craft and Structure)	E08.A-C.2.1.2 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 <ul style="list-style-type: none"> <li>● Literary text</li> <li>● Compare and contrast</li> <li>● Elements of style: tone, word choice, sentence structure</li> <li>● Various text structures: sentence, chapter, scene, stanza)</li> <li>● Various patterns or organization</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Compare and contrast two or more genres</li> <li>● Analyze connections between text structure and text purpose/theme</li> <li>● Analyze how text structure enhances text's purpose/theme/style</li> <li>● Explain how the purpose/theme can vary when the author chooses different text structures</li> <li>● Compare the relationship between form/structure and meaning in two or more texts</li> <li>● Analyze how the differing structure of texts contribute to their meaning and style</li> </ul>		(see pages 6 & 7)	(see page 6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-C.2.1 CC.1.3.8.F  (Craft and Structure)	E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <ul style="list-style-type: none"> <li>● Literary text</li> <li>● Word/language choices</li> <li>● Context clues</li> <li>● Literal/Denotative meaning</li> <li>● Connotative meaning</li> <li>● Figurative language</li> <li>● Literary devices</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues</li> <li>● Use context clues to help unlock the meaning of unknown words/phrases</li> <li>● Determine the appropriate definition of words that have more than one meaning</li> <li>● Differentiate between literal and non-literal meaning</li> <li>● Identify and use genre-specific terms to explain author’s language choices</li> <li>● Identify and interpret figurative language</li> <li>● Explain how figurative language and literary devices enhance and extend meaning</li> </ul>		(see pages 6 & 7)	(see page 6)



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E08.A-C.3.1 CC.1.3.8.H  (Integration of Knowledge and Ideas)	E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.  <u>Note:</u> “Stories” means narration of events told through the text types of stories, dramas, or poems <ul style="list-style-type: none"> <li>● Analyze</li> <li>● Fiction</li> <li>● Theme</li> <li>● Character types</li> <li>● Myth</li> <li>● Traditional story</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Compare the literary elements of a modern fiction text to a traditional fiction text</li> <li>● Examine characters, plot and themes to determine the connections between the evolution of these elements from the traditional to the modern texts</li> <li>● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>● Use evidence from literary texts to support analysis and reflection</li> <li>● Present findings</li> </ul>		(see pages 6 & 7)	(see page 6)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.A-V.4.1</p> <p>CC.1.3.8.I CC.1.3.8.J</p> <p>(Vocabulary Acquisition and Use)</p> <p>CC.1.3.8.J</p>	<p>Demonstrate understanding of vocabulary and figurative language in text.</p> <p>E08. A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● literary text</li> <li>● Word/language choices</li> <li>● context clues</li> <li>● connotative meaning</li> <li>● genre-specific terms (line, stanza, scene, act, chapter, section)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>)</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>● Use the relationship between particular words to better understand each of the words.</li> </ul>	<p><b><u>Vocabulary Acquisition &amp; Use Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Alliteration</li> <li>● Allusion</li> <li>● Analogy</li> <li>● Clarify</li> <li>● Connotation</li> <li>● Content specific vocabulary</li> <li>● Context clues</li> <li>● Denotation</li> <li>● Figurative language</li> <li>● Hyperbole</li> <li>● Idioms</li> <li>● Imagery</li> <li>● Literal language</li> <li>● Literary terms</li> <li>● Metaphor</li> <li>● Multiple meaning words</li> <li>● Onomatopoeia</li> <li>● Personification</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.E.1.1 CC.1.4.8.A CC.1.4.8.S   CC.1.4.8.B CC.1.4.8.D CC.1.4.8.H CC.1.4.8.J   (Text - Dependent Analysis)	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.   E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support writer’s purpose. <ul style="list-style-type: none"> <li>● Introduce text(s) and topic for intended audience</li> <li>● Use an organizational structure where ideas can be organized</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● effectively address all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> <li>● use an introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s)</li> <li>● use strong organizational structure that effectively supports the focus and ideas</li> </ul>	<u><b>Text-Dependent Analysis Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Citing evidence</li> <li>● Drawing conclusions</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Focus</li> <li>● Graphic organizers</li> <li>● Note taking</li> <li>● Objective</li> <li>● Outline</li> <li>● Paraphrase</li> <li>● Question</li> <li>● Text support</li> <li>● Venn diagram</li> </ul>	(see pages 6 & 7)	(see page 6)

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>E08.E.1.1 CC.1.4.8.C CC.1.4.8.I</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.8.D CC.1.4.8.J</p>	<p>E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas and inferences and demonstrating an understanding of the text(s).</p> <ul style="list-style-type: none"> <li>● Analyse text(s)</li> <li>● Pull evidence from text(s) to support and demonstrate understanding of it</li> </ul> <p>E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences</li> <li>● use accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>● reference the main idea and relevant key details of the text to support the writer’s purpose</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use transitions to link ideas</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>



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<p>E08.E.1.1 CC.1.4.8.E CC.1.4.8.K</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.8.E CC.1.4.8.K</p> <p>CC.1.4.8.D CC.1.4.8.J</p> <p>CC.1.4.8.T</p>	<p>E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E08.E.1.1.5 Establish and maintain a formal style.</p> <p>E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Establish and maintain a formal style.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Provide a concluding section that follows from and supports the analysis presented.</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

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<p>CC.1.5.8.A</p> <p>(Speaking and Listening)</p>	<p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> </ul> <p style="text-align: center;">(continued)</p>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Audience</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>
<p>CC.1.5.8.B</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>				



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<p>CC.1.5.8.D</p> <p>(Speaking and Listening)</p>	<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>● Verify and explain the reasoning used to select and organize evidence and details.</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>
<p>CC.1.5.8.E</p>	<p>Adapt speech to a variety of contexts and tasks.</p>	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.5.8.F</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.G</p>	<p>Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Select or create and justify the inclusion of multimedia and visual displays.</li> <li>● Follow fair use policies when incorporating multimedia components and other sources.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		<p>(see pages 6 &amp; 7)</p>	<p>(see page 6)</p>

**Unit:** NARRATIVE WRITING

**Course Time Prior to PSSA:** 3 - 6 Weeks

**Overview:** Students will write using various narrative techniques and apply the rules of grammar and conventions of standard English.

**Unit Essential Questions:**

1. What are the various techniques of narrative writing?
2. What are the unique characteristics of narrative writing?
3. How will various techniques help students develop a narrative piece?

**PSSA Content Module/Assessment Anchor:**

E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured events.

**PSSA Eligible Content:**

E08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose; maintain controlling point.

E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.

E08. A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede* , *recede*, *secede*)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use relationships between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.; *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Unit:** NARRATIVE WRITING

**Pennsylvania Academic Standards:**

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.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.1.4.8.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 form 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 subjective mood to achieve particular effects.
- 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, usage, capitalization, punctuation, 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 nonfiction.

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.

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.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Unit:** NARRATIVE WRITING

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.



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Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.C.1.3.1 E08.C.1.3.2 E08.C.1.3.3 CC.1.4.8.M CC.1.4.8.N CC.1.4.8.O CC.1.4.8.P	E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences	Students will be able to: <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and point of view</li> <li>● Introducing a narrator and/or characters</li> <li>● Organize an event sequence that unfolds naturally and logically to support the writer’s purpose; maintain controlling point.</li> <li>● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.</li> </ul>	<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Pacing</li> <li>● Description</li> <li>● Reflection</li> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Sensory language</li> <li>● Narration</li> <li>● Point of view</li> <li>● Quotation marks</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Prewrite</li> <li>● Compose</li> <li>● Revise</li> <li>● Edit</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Writing and Grammar</i> textbook and supplemental materials</li> <li>● Prentice Hall <i>Literature</i> textbook selections (<b>suggested, but not limited to</b>):               <ul style="list-style-type: none"> <li>- “A Retrieved Reformation”</li> <li>- “Raymond’s Run”</li> <li>- “Gentleman of Rio en Medio”</li> <li>- “Fox Hunt”</li> <li>- “The Adventure of the Speckled Band”</li> <li>- Up the Slide”</li> <li>- “Harriet Tubman: Guide to Freedom”</li> <li>- “Baseball”</li> <li>- “An Hour with Abuelo”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated tests, quizzes, writing assignments, and observations</li> <li>● CDT’s for remediation</li> <li>● Pre and post writing samples</li> <li>● Final written essay</li> </ul> <p><b><u>Minimum essay components:</u></b></p> <ul style="list-style-type: none"> <li>● Multi-paragraph essay (3 —5 paragraphs) with a definitive intro paragraph consisting of a hook and 3 point thesis statement.</li> </ul> <p style="text-align: right;">(continued)</p>

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Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.C.1.3.4 E08.C.1.3.5 CC.1.4.8.P CC.1.4.8.Q</p> <p>CC.1.4.8.R</p>	<p>E08.C.1.3 - CONTINUED</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>● See Grammar &amp; Conventions Unit</li> </ul>	<ul style="list-style-type: none"> <li>● Publish/Share</li> <li>● Supporting details</li> <li>● Summarize</li> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> </ul>	<p>CONTINUED</p> <ul style="list-style-type: none"> <li>-“Who can Replace a man?”</li> <li>-“Tears of Autumn”</li> <li>-“Flowers for Algernon”</li> <li>-“The Finish of Patsy Barnes”</li> <li>-“The Drummer Boy of Shiloh”</li> <li>-“Charles”</li> <li>-“Thank you Ma’am”</li> <li>-“The StoryTeller”</li> <li>-“The White Umbrella”</li> <li>-“An Episode of War”</li> </ul> <ul style="list-style-type: none"> <li>● Prentice Hall Literature Book Unit 4: Poetry</li> <li>● <i>Write Source</i> by Great Source textbook and supplemental materials</li> </ul>	<p><b><u>Minimum essay components (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Definitive body paragraphs with established topic sentences and at least 3 pieces of supporting information as well as transitions</li> <li>● Definitive concluding paragraph with a thesis echo and a clincher.</li> <li>● Effective and proper use of dialogue within a piece.</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.4.8.S</p> <p>CC.1.4.8.T</p> <p>CC.1.4.8.X</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>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.</p> <p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● With support from peers and adults, use the writing process to produce clear and coherent writing.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adjust writing practices for different time frames, tasks, purposes, and audiences.</li> </ul>		<ul style="list-style-type: none"> <li>● District approved YouTube videos and Teacher Tube videos</li> <li>● District Educational Library videos</li> <li>● Teacher generated materials</li> <li>● Teachers can pull topics for this piece from the iMovie project. Students can pick ONE clip from the movie and expand into a narrative piece.</li> <li>● Teachers can also use the concept of a fractured fairy tale and have the students create their own fractured tales.</li> </ul>	<p>We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08. A-V.4.1.1 CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J	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.	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i>, <i>secede</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● root words</li> <li>● base words</li> <li>● connotation</li> <li>● denotation</li> <li>● pronunciation</li> <li>● context clues</li> </ul>	(see pages 4-6)	(see pages 4-6)
E08. A-V.4.1.2 CC.1.3.8.F CC.1.3.8.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>● Use relationships between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.; <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● figures of speech</li> <li>● literal vs. figurative language</li> </ul>		

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5</p> <p>CC.1.5.8.A</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.B</p>	<p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Active listening</li> <li>● Audience</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p style="text-align: center;">(see pages 4-6)</p>	<p style="text-align: center;">(see pages 4-6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.8.D</p> <p>(Speaking and Listening)</p>	<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>● Verify and explain the reasoning used to select and organize evidence and details.</li> </ul>		<p>(see pages 4-6)</p>	<p>(see pages 4-6)</p>
<p>CC.1.5.8.E</p>	<p>Adapt speech to a variety of contexts and tasks.</p>	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			

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Unit: NARRATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.8.F</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.G</p>	<p>Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Select or create and justify the inclusion of multimedia and visual displays.</li> <li>● Follow fair use policies when incorporating multimedia components and other sources.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		<p>(see pages 4-6)</p>	<p>(see pages 4-6)</p>



**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**Course Time Prior to PSSA:** 6 - 10 weeks. Skills will be spiraled throughout the year.

**Overview:**

Students will read critically to determine main ideas and the facts and details that support them.

Students will explore the way authors use text structure to convey meaning in nonfiction text to learn about the elements of informational nonfiction, biographies and autobiographies.

Students will identify and evaluate bias and propaganda in text to become critical readers.

**Unit Essential Questions:**

1. How and why do good readers draw conclusions/make inferences?
2. How do readers determine stated and implied main ideas and supporting details in order to understand text?
3. How is the main idea used to help the reader to summarize?
4. How will one comprehend, gain insight and make inferences through text?
5. How do effective readers make connections within and between related informational texts and media?
6. How does text organization help communicate the author's message?
7. How can we analyze the characteristics and structure of different types of nonfiction texts?
8. How will one determine multiple meaning words and phrases within text?
9. How will one demonstrate understanding of figurative language?
10. How can a student identify bias in text and distinguish between faulty and valid opinions?
11. Analyze how bias affects what an individual says, writes and reads?
12. Why is propaganda an effective tool for authors to use?
13. What are the different types of propaganda and their purpose in writing?
14. How can I use my knowledge of propaganda to be a critical reader and to make better decisions in the real world?
15. How can two or more texts provide conflicting information on the same topic?
16. What strategies can we use before, during and after reading to aid with understanding and retention?
17. How will one introduce and support claims for an intended audience?
18. How can one demonstrate command of conventions, organization and vocabulary when writing and speaking?
19. How will one compare and contrast print selection versus multimedia watching or listening?
20. How will one prepare and participate in discussions?
21. How will one interpret information from various media formats?

**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**PSSA Content Module/Assessment Anchor:**

E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

**PSSA Eligible Content:**

E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and or generalizations drawn from the text.

E08.B-K.1.1.2 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.

E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.; through comparisons, analogies, categories).

E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., The overall meaning of a sentence or paragraph; word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede*, *recede*, *secede*)
- c. Determine the meaning of technical words and phrases used in a text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

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**Unit: READING INFORMATIONAL TEXT (NONFICTION)**

E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support writer's purpose.

E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas and inferences and demonstrating an understanding of the text(s).

E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E08.E.1.1.5 Establish and maintain a formal style.

E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

**Pennsylvania Academic Standards:**

CC.1.2.8.A Determine a central idea or 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, 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 nonfiction and informational text on grade level, reading independently and proficiently.

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.

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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.

CC1.4.8.E/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.

CC1.4.8.H Introduce and state an opinion on a topic

CC1.4.8.I Acknowledge and distinguish the claim (s) from the alternate or opposing claims and support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC1.4.8.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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.

CC.1.4.8.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.

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 to 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 interests, clarify information, and strengthen claims and evidence.

CC1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

A. Work Habits; B. Cooperation and Teamwork; C. Group Interaction; E. Time Management; F. Lifelong Learning

\*See Appendix for complete documents.

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**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**Connecting to Common Core and Other Standards:**

- PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)
- National Common Core found at [www.corestandards.org](http://www.corestandards.org)
- Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>
- ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)
- Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)  
 Generic found at <http://www.easad.net/esl>  
 Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Achieve 3000 found at <https://portal.achieve3000.com/>; Study Island found at <http://studyisland.com/web/index/>

**Remediation:** Achieve 3000 found at <https://portal.achieve3000.com/>; Study Island found at <http://studyisland.com/web/index/>

**IEP/GIEP:** Refer to individual student’s education plan under specially designed instruction.

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
C.1.2.8.A, CC.1.2.8.B, CC1.2.8.C, CC1.2.8.D, CC1.2.8.E, CC1.2.8.F, CC.1.2.8.G, CC.1.2.8.H, CC.1.2.8.I, CC.1.2.8.J, CC.1.2.8.K, CC.1.4.8.A, CC.1.4.8.B, CC.1.4.8.C, CC.1.4.8.D, CC.1.4.8.E, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.J, CC.1.4.8.K, CC.1.4.8.S, CC.1.4.8.T	<ul style="list-style-type: none"> <li>● Predicting</li> <li>● Previewing</li> <li>● Using background knowledge (schema)</li> <li>● Visualizing</li> <li>● Determining Importance</li> <li>● Questioning</li> <li>● Inferring</li> <li>● Analyzing</li> <li>● Synthesizing</li> <li>● Clarifying</li> <li>● Monitoring for meaning</li> <li>● Summarizing &amp; Paraphrasing</li> <li>● Evaluating</li> <li>● Make Inferences</li> <li>● Read Closely &amp; Critically</li> </ul>	<ul style="list-style-type: none"> <li>● Webs</li> <li>● T-Chart</li> <li>● Venn Diagram</li> <li>● Plot Diagram</li> <li>● ANSWER KEY to Open Response</li> <li>● Five W’s template</li> <li>● Evidence/interpretation T-Chart</li> </ul>

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**Unit:** READING INFORMATIONAL TEXT (NONFICTION)

**Content Statement:** Students read, understand, and respond to informational text - with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts, with focus on textual evidence.

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
CC.1.2.8.L  B-K.1.1  E08.B-K.1.1.1 CC.1.2.8.B  (Key Ideas & Details)	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  Demonstrate understanding of key ideas and details in literature.  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. <ul style="list-style-type: none"> <li>● Textual evidence/text support</li> <li>● Inference</li> <li>● Predictions</li> <li>● Explicitly stated information</li> <li>● Generalization</li> <li>● Drawing conclusions</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● use strong textual evidence to draw conclusions and make inferences about what they read</li> <li>● use background knowledge to help draw conclusions and to respond to text</li> <li>● differentiate between strong and weak text evidence</li> <li>● make, test and revise predictions as they read</li> <li>● Identify/cite appropriate text support for inferences about content, concrete ideas and author’s decisions in text</li> </ul> <p style="text-align: center;">(continued)</p>	<u><b>Key Ideas &amp; Details</b></u> <u><b>Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Analysis/analyze</li> <li>● Claims</li> <li>● Clarify</li> <li>● Conflict</li> <li>● Critical reading strategies</li> <li>● Drawing conclusions</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Fact</li> <li>● Generalization</li> <li>● Genre</li> <li>● Implicit</li> <li>● Inference</li> <li>● Key details</li> <li>● Main idea/central idea</li> </ul>	<u><b>Instructional Strategies/Activities:</b></u> <ul style="list-style-type: none"> <li>● Shared Inquiry</li> <li>● Text Dependent Analysis</li> <li>● SQ3R</li> <li>● Summaries</li> <li>● ANSWER Key for TDA</li> <li>● CLOSE reading strategies</li> <li>● Rereading</li> <li>● Think aloud strategy</li> <li>● Highlight, take notes on main ideas/evidence in text</li> <li>● Use Venn Diagram</li> <li>● Compare and contrast text.</li> <li>● Read aloud a nonfiction piece.</li> <li>● Guide and model students in completing a T-chart.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated exams from <i>ExamView</i></li> <li>● <i>Read for Real</i> unit tests.</li> <li>● Large group discussions</li> <li>● Small group discussions</li> <li>● Teacher Observation</li> <li>● PSSA practice tests</li> <li>● Responses to Open ended response questions</li> <li>● ANSWER strategy feedback checklist</li> <li>● Teacher generated assessments</li> </ul>

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Unit: READING INFORMATIONAL TEXT (NONFICTION)

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.B-K.1.1.1 CC.1.2.8.B</p> <p>(Key Ideas &amp; Details)</p>	<p>- CONTINUED -</p>	<ul style="list-style-type: none"> <li>● Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>● analyze what text says explicitly as well as inferentially and cite several pieces of evidence to support the analysis</li> </ul>	<p><b><u>Key Ideas &amp; Details Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Objective</li> <li>● Opinion</li> <li>● Outline</li> <li>● Paraphrasing</li> <li>● Preview</li> <li>● Reader’s purpose</li> <li>● Reading content area material</li> <li>● Reading critically</li> <li>● Reading process</li> <li>● SQ3R</li> <li>● Sources: primary /secondary</li> <li>● Subjective</li> <li>● Summarize</li> <li>● Supporting details</li> <li>● Text support</li> </ul>	<p><b><u>Instructional Strategies/Activities (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Small and large group discussions</li> <li>● Presentations/ speeches</li> </ul> <p><b><u>Materials/Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Prentice Hall Literature Book Level 8</i></li> <li>● <i>Read for Real</i></li> <li>● <i>Be a Better Reader Level C-F</i></li> <li>● <i>The Jamestown Comprehension Skills Series</i></li> <li>● Critical Reading Series: <i>Calamities, Disasters, Heroes, Daredevils, Eureka</i></li> <li>● <a href="http://Amazingstories.com">Amazingstories.com</a></li> <li>● <a href="http://Breakingnewsenglish.com">Breakingnewsenglish.com</a></li> </ul>	<p>continued -</p> <ul style="list-style-type: none"> <li>● Presentation rubric</li> <li>● CDT’s</li> </ul>
<p>E08.B-K.1.1.2 CC.1.2.8.A</p>	<p>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.</p> <ul style="list-style-type: none"> <li>● Informational text (both literary nonfiction and expository/technical text)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the text structure in an informational text</li> <li>● Determine a central idea in an informational text</li> <li>● Describe or graphically represent the relationship between central idea and supporting ideas</li> </ul>			

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.B-K.1.1.2 CC.1.2.8.A</p> <p>(Key Ideas &amp; Details)</p> <p>E08.B-K.1.1.3 CC.1.2.8.C</p>	<p>- CONTINUED -</p> <ul style="list-style-type: none"> <li>● Main idea/Central Idea</li> <li>● details</li> <li>● Text organization</li> <li>● Difference between central and supporting ideas</li> <li>● Characteristics of an effective summary</li> <li>● How to summarize</li> </ul> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.; through comparisons, analogies, categories).</p> <ul style="list-style-type: none"> <li>● Informational Text</li> <li>● How to analyze</li> <li>● Development strategies for informational text</li> <li>● Connections and interactions</li> <li>● Patterns or organization</li> </ul>	<p>- CONTINUED -</p> <ul style="list-style-type: none"> <li>● Explain the relationship of the central idea to the supporting ideas in an informational text</li> <li>● Analyze the development of the central idea over the course of the text</li> <li>● Summarize the main ideas objectively in an informational text</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Differentiate between specific details and key ideas, individuals, events</li> <li>● Identify and describe connections, among/distinctions between individuals, ideas, events</li> <li>● Identify linking words/phrases that signal connections among/distinctions between individuals, ideas, events</li> </ul>	<p><b><u>Key Ideas &amp; Details Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Theme</li> <li>● Topic sentence</li> <li>● Visualize</li> </ul>	<p><b><u>Materials/Resources:</u></b> (continued)</p> <ul style="list-style-type: none"> <li>● <i>Linking CCSS to your Curriculum</i> Grade 8</li> <li>● Teacher Tube</li> <li>● ESASD Valuable Videos Link</li> <li>● PSSA released materials</li> <li>● Teacher Generated Materials</li> <li>● ANSWER strategy materials</li> <li>● Content area textbooks</li> <li>● PSSA practice materials</li> </ul>	<p>We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.</p>





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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>E08.B-C.2.1.1 CC.1.2.8.D</p> <p>(Craft &amp; Structure)</p> <p>E08.B-C.2.1.2 CC.1.2.8.E</p>	<p style="text-align: center;">- CONTINUED -</p> <ul style="list-style-type: none"> <li>● Author’s strategies for developing viewpoint and purpose (how and when to develop information)</li> <li>● conflicting evidence or viewpoints</li> <li>● responses to opposing viewpoints (acknowledge, concede, rebut)</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>● Informational text</li> <li>● How to analyze</li> <li>● Various text structures</li> <li>● Various patterns of organization</li> <li>● Various text features (ie. title, author, visual aids, captions etc. )</li> </ul>	<p style="text-align: center;">- CONTINUED -</p> <ul style="list-style-type: none"> <li>● Analyze how the author acknowledges and responds to conflicting evidence or viewpoints</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Analyze connections between text features and the text’s purpose/central idea</li> <li>● Analyze connections between author’s choice of text structure and the text’s purpose/central idea</li> <li>● Analyze how structure and/or features enhance text’s purpose/central idea</li> <li>● Analyze the relationship between text organization and development of ideas</li> <li>● 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</li> </ul>	<p><b><u>Craft &amp; Structure Vocabulary (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Expository text</li> <li>● Headings, graphics, charts</li> <li>● Informational text</li> <li>● Main idea</li> <li>● Omniscient</li> <li>● Order of importance</li> <li>● Point of view/first person</li> <li>● Preview</li> <li>● Print media</li> <li>● Problem/ solution</li> <li>● SQ3R</li> <li>● Satire</li> <li>● Sequential order</li> </ul>	<p style="text-align: center;">(See pages 6-8)</p>	<p style="text-align: center;">(See pages 6-8)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.B-C.2.1.3 CC.1.2.8.F  (Craft & Structure)	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <ul style="list-style-type: none"> <li>● Informational texts</li> <li>● How to analyze</li> <li>● Word/language choices</li> <li>● Context clues</li> <li>● Literal/Denotative meaning</li> <li>● Connotative meaning</li> <li>● Technical meaning</li> <li>● Figurative or non-literal meaning</li> <li>● Tone</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Read and reread text to identify and use context clues</li> <li>● Use context clues to help unlock the meaning of unknown words/phrases</li> <li>● Determine the appropriate definition of words that have more than one meaning</li> <li>● Differentiate between literal and non-literal meaning</li> <li>● identify and use domain/content specific terms</li> <li>● Identify and interpret figurative language and literary devices</li> <li>● Explain how authors use language choices to create an effect</li> <li>● Analyze how specific language choices impact meaning and tone, including analogies or allusions to other texts</li> <li>● Determine the meaning of words and phrases as they are used in text</li> </ul>	<u><b>Craft &amp; Structure Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● Signal words</li> <li>● Simple listing</li> <li>● Spatial order</li> <li>● Summarize</li> <li>● Text features</li> <li>● Text organization/structure</li> <li>● Text support</li> <li>● Theme</li> <li>● Third person</li> </ul>	(See pages 6-8)	(See pages 6-8)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.B-C.3.1.1 CC.1.2.8.H  (Integration of Knowledge & Ideas)	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. <ul style="list-style-type: none"> <li>● evaluate arguments</li> <li>● specific claims in texts</li> <li>● sound reasoning</li> <li>● relevant/irrelevant evidence</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Demonstrate knowledge of the organizational pattern of an argument</li> <li>● Assess the value of the argument based upon supported claims</li> <li>● Assess the credibility and accuracy of evidence</li> <li>● Identify immaterial support</li> <li>● Use knowledge of words, phrases, and clauses to clarify the relationship among claims and support.</li> <li>● Delineate an argument and specific claims, evaluating the credibility of reasoning and the relevance and adequacy of the evidence</li> </ul>	<u><b>Integration of Knowledge &amp; Ideas Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Bias</li> <li>● Compare and contrast</li> <li>● Differentiate</li> <li>● Main idea</li> <li>● Note taking</li> <li>● Preview</li> <li>● SQ3R</li> <li>● Theme</li> <li>● Venn diagram</li> </ul>	(See pages 6-8)	(See pages 6-8)
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.				

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E08.B-C.3.1.2 CC.1.2.8.I  (Integration of Knowledge & Ideas)	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. <ul style="list-style-type: none"> <li>● Informational text</li> <li>● Compare/contrast</li> <li>● Fact vs. interpretation</li> <li>● Author's viewpoint/focus/attitude/bias</li> <li>● Author's perspective</li> <li>● How to analyze</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Differentiate between fact and interpretation</li> <li>● Identify the conflicting information, facts, interpretation</li> <li>● Describe the author's overall purposes for writing texts</li> <li>● Identify the author's position</li> <li>● Describe how the author's choices reflect their viewpoints, attitudes, positions or biases</li> <li>● Describe how the author's choices shape the content</li> <li>● Compare and contrast one author's presentation of events with that of another author</li> </ul>		(See pages 6-8)	(See pages 6-8)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.J CC.1.2.8.K  (Vocabulary Acquisition & Use)	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: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>● Determine the meaning of technical words and phrases used in text.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Find and flexibly use appropriate strategies to determine the meaning of unknown and multiple meaning words (context clues, affixes, roots)</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</li> <li>● Utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<u><b>Vocabulary Acquisition &amp; Use</b></u> <u><b>Vocabulary:</b></u> <ul style="list-style-type: none"> <li>● Antonym</li> <li>● Anecdote</li> <li>● Clarify</li> <li>● Connotation</li> <li>● Content specific vocabulary</li> <li>● Context clues</li> <li>● Denotation</li> <li>● Figurative language</li> <li>● Multiple meaning words</li> <li>● Nonfiction</li> <li>● Persuasive</li> <li>● Propaganda techniques</li> <li>● Puns</li> </ul>	(See pages 6-8)	(See pages 6-8)

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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E08.B-V.4.1.2 CC.1.2.8.F CC.1.2.8.J  (Vocabulary Acquisition & Use)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>● Use the relationship between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Interpret figurative language in context.</li> <li>● Use relationships between words to understand each of the words</li> <li>● Identify the nuances (shades of meaning) of words with similar definitions</li> </ul>	<u><b>Vocabulary Acquisition &amp; Use</b></u> <u><b>Vocabulary (continued):</b></u> <ul style="list-style-type: none"> <li>● Reading content area material</li> <li>● Synonym</li> <li>● Technical meaning</li> <li>● Vocabulary in context</li> </ul>	(See pages 6-8)	(See pages 6-8)

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.E.1.1 CC.1.4.8.A CC.1.4.8.S</p> <p>(Text - Dependent Analysis)</p> <p>E08.E.1.1.1 CC.1.4.8.B CC.1.4.8.D CC.1.4.8.H CC.1.4.8.J</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support writer’s purpose.</p> <ul style="list-style-type: none"> <li>● Introduce text(s) and topic for intended audience</li> <li>● Use an organizational structure where ideas can be organized</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● effectively address all parts of the task demonstrating in-depth analytic understanding of the text(s)</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use an introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s)</li> <li>● use strong organizational structure that effectively supports the focus and ideas</li> </ul>	<p><b><u>Text-Dependent Analysis Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Drawing conclusions</li> <li>● Elaboration</li> <li>● Evaluate</li> <li>● Evidence</li> <li>● Explicit</li> <li>● Focus</li> <li>● Graphic organizers</li> <li>● Note taking</li> <li>● Objective</li> <li>● Outline</li> <li>● Question</li> <li>● Relevant</li> <li>● Text support/ text evidence</li> <li>● Topic sentence</li> <li>● Validity</li> <li>● Venn diagram</li> </ul>	<p>(See pages 6-8)</p>	<p>(See pages 6-8)</p>



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<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>E08.E.1.1 CC.1.4.8.C CC.1.4.8.I</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.8.D CC.1.4.8.J</p>	<p>E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas and inferences and demonstrating an understanding of the text(s).</p> <ul style="list-style-type: none"> <li>● Analyse text(s)</li> <li>● Pull evidence from text(s) to support and demonstrate understanding of it</li> </ul> <p>E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● analyze explicit and implicit meanings from text to effectively support claims, opinions, ideas and inferences</li> <li>● use accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions</li> <li>● reference the main idea and relevant key details of the text to support the writer’s purpose</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use transitions to link ideas</li> </ul>		<p>(See pages 6-8)</p>	<p>(See pages 6-8)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.E.1.1 CC.1.4.8.E CC.1.4.8.K</p> <p>(Text - Dependent Analysis)</p> <p>CC.1.4.8.E CC.1.4.8.K</p> <p>CC.1.4.8.D CC.1.4.8.J</p> <p>CC.1.4.8.T</p>	<p>E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E08.E.1.1.5 Establish and maintain a formal style.</p> <p>E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or convey experiences/events</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Establish and maintain a formal style.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Provide a concluding section that follows from and supports the analysis presented.</li> </ul>		<p>(See pages 6-8)</p>	<p>(See pages 6-8)</p>

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**Unit: READING INFORMATIONAL TEXT (NONFICTION)**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.5.8.A</p> <p>(Speaking and Listening)</p>	<p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> </ul> <p style="text-align: center;">(continued)</p>	<p><b><u>Speaking &amp; Listening Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● Active listening</li> <li>● Audience</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Self-monitor</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p>(See pages 6-8)</p>	<p>(See pages 6-8)</p>
<p>CC.1.5.8.B</p>	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>				



East Stroudsburg Area School District  
**English Language Arts - Grade 8**

**Unit: READING INFORMATIONAL TEXT (NONFICTION)**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
<p>CC.1.5.8.D</p> <p>(Speaking and Listening)</p>	<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>● Verify and explain the reasoning used to select and organize evidence and details.</li> </ul>		<p>(See pages 6-8)</p>	<p>(See pages 6-8)</p>
<p>CC.1.5.8.E</p>	<p>Adapt speech to a variety of contexts and tasks.</p>	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			

East Stroudsburg Area School District  
**English Language Arts - Grade 8**

**Unit: READING INFORMATIONAL TEXT (NONFICTION)**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
CC.1.5.8.F  (Speaking and Listening)  CC.1.5.8.G	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.  Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	Students will be able to: <ul style="list-style-type: none"> <li>● Select or create and justify the inclusion of multimedia and visual displays.</li> <li>● Follow fair use policies when incorporating multimedia components and other sources.</li>   <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		(See pages 6-8)	(See pages 6-8)

**Unit:** INFORMATIONAL WRITING

**Course Time Prior to PSSA:** 3 - 6 weeks. Skills will be spiraled throughout the year.

**Overview:** The student will write using informational techniques according to the grammar and conventions of standard English.

**Unit Essential Questions:**

1. What are the various techniques of informational/explanatory writing?
2. What are the unique characteristics of informational/explanatory writing?
3. How will various techniques help students develop an informational/explanatory piece?

**PSSA Content Module/Assessment Anchor:**

E08.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**PSSA Eligible Content:**

E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer's purpose.

E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.C.1.2.5 Establish and maintain a formal style.

E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., The overall meaning of a sentence or paragraph; word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede*, *recede*, *secede*)
- c. Determine the meaning of technical words and phrases used in a text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Unit: INFORMATIONAL WRITING**

**Pennsylvania Academic Standards:**

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

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.1.4.8.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.

CC1.4.8.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, usage, capitalization, punctuation, 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 nonfiction.

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.

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.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.



**Unit: INFORMATIONAL WRITING**

**Career Education and Work Standards:**

**Career Retention and Advancement 13.3**

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

East Stroudsburg Area School District  
English Language Arts - Grade 8

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.C.1.2.1 E08.C.1.2.2 E08.C.1.2.3 E08.C.1.2.4 CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.E	E08.C.1.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students will be able to: <ul style="list-style-type: none"> <li>● Introduce a topic for the intended audience and preview what is to follow</li> <li>● Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose.</li> <li>● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Pacing</li> <li>● Reflection</li> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Sensory language</li> <li>● Narration</li> <li>● Point of view</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Pre-write</li> <li>● Compose</li> <li>● Revise</li> <li>● Edit</li> <li>● Publish/Share</li> <li>● Supporting details</li> <li>● Summarize</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Writing and Grammar</i> textbook and supplemental materials</li> <li>● Prentice Hall <i>Literature</i> Textbook (suggested selections, but not limited to):               <ul style="list-style-type: none"> <li>- “The War in Vietnam”</li> <li>- “Lots in Space”</li> <li>- “Emancipation From Lincoln: A Photobiography”</li> <li>- “Tell Tale Heart” and “Two Summaries of the Tell-Tale Heart”</li> </ul> </li> <li>● Write Source by Great Source textbook and supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated tests, quizzes, writing assignments, and observations</li> <li>● CDT’s for remediation</li> <li>● Pre and post writing samples</li> <li>● Final written essay</li> </ul> <p><b><u>Minimum essay components:</u></b></p> <ul style="list-style-type: none"> <li>● Multi-paragraph essay (3 - 5 paragraphs) with a definitive intro paragraph consisting of a hook and thesis statement.</li> </ul>

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Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.C.1.2.5 E08.C.1.2.6 CC.1.4.8.D CC.1.4.8.E</p> <p>CC.1.4.8.F</p> <p>CC.1.4.8.S</p>	<p>E08.C.1.2 - CONTINUED</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p>	<ul style="list-style-type: none"> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from and supports the information or explanation presented.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● See Grammar &amp; Conventions Unit</li> <li>● Use evidence from a variety of grade-level appropriate texts to support analysis, reflection and research.</li> </ul>	<ul style="list-style-type: none"> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> <li>● Cohesion</li> <li>● Expository</li> <li>● Plagiarism</li> <li>● Quotations</li> </ul>	<ul style="list-style-type: none"> <li>● District approved YouTube videos and Teacher Tube videos</li> <li>● District Educational Library videos</li> <li>● Teacher generated materials</li> <li>● Teachers can coordinate with other content areas to pull articles and / or stories on topics students can explore and generate an informational piece pertaining to the topic.</li> <li>● Integrate with <i>The Diary of Anne Frank</i> and WW2 and Holocaust Research</li> </ul>	<p><b><u>Minimum essay components (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Definitive body paragraphs with established topic sentences and supporting information as well as transitions</li> <li>● Definitive concluding paragraph with a thesis echo and a clincher.</li> <li>● Students should use formal language</li> </ul>



East Stroudsburg Area School District  
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Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.J CC.1.2.8.K	E08.B-V.4.1.1 - CONTINUED	<ul style="list-style-type: none"> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>● Determine the meaning of technical words and phrases used in a text</li> </ul>	<ul style="list-style-type: none"> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● root words</li> <li>● base words</li> <li>● connotation</li> <li>● denotation</li> <li>● pronunciation</li> <li>● context clues</li> </ul>	(see pages 4 & 5)	(see pages 4-6)
E08.B-V.4.1.2 CC.1.2.8.F CC.1.2.8.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	<ul style="list-style-type: none"> <li>● Interpret figures of speech (eg, verbal irony, puns) in context</li> <li>● Use the relationship between particular words to better understand each of the words</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● figures of speech</li> <li>● literal vs figurative language</li> </ul>		

East Stroudsburg Area School District  
English Language Arts - Grade 8

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5</p> <p>CC.1.5.8.A</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.B</p>	<p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Active listening</li> <li>● Audience</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p style="text-align: center;">(see pages 4 &amp; 5)</p>	<p style="text-align: center;">(see pages 4-6)</p>



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Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.8.D</p> <p>(Speaking and Listening)</p>	<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>● Verify and explain the reasoning used to select and organize evidence and details.</li> </ul>		<p>(see pages 4 &amp; 5)</p>	<p>(see pages 4-6)</p>
<p>CC.1.5.8.E</p>	<p>Adapt speech to a variety of contexts and tasks.</p>	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			



East Stroudsburg Area School District  
English Language Arts - Grade 8

Unit: INFORMATIONAL WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.8.F</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.G</p>	<p>Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Select or create and justify the inclusion of multimedia and visual displays.</li> <li>● Follow fair use policies when incorporating multimedia components and other sources.</li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul>		<p>(see pages 4 &amp; 5)</p>	<p>(see pages 4-6)</p>

**Unit:** ARGUMENTATIVE WRITING

**Course Time Prior to PSSA:** 3 - 6 Weeks

**Overview:** The student will learn argumentative techniques and apply them to a written piece, adhering to grammar and conventions of standard English.

**Unit Essential Questions:**

1. What are the various techniques of argumentative writing?
2. What are the unique characteristics of argumentative writing?
3. How will various techniques help students develop an argumentative piece?

**PSSA Content Module/Assessment Anchor:**

E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

**PSSA Eligible Content:**

E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.

E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

E08.C.1.1.4 Establish and maintain a formal style.

E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., The overall meaning of a sentence or paragraph; word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede*, *recede*, *secede*)
- c. Determine the meaning of technical words and phrases used in a text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Unit: ARGUMENTATIVE WRITING**

**Pennsylvania Academic Standards:**

- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- 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.1.4.8.G Write arguments to support claims.
- CC.1.4.8.H Introduce and state and opinion on a topic
- CC.1.4.8.I Acknowledge and distinguish the claim (s) from the alternate or opposing claims and support claims 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.1.4.8K 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 formal style.
- CC.1.4.8.L Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.
- CC.1.4.8.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.
- 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.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Unit: ARGUMENTATIVE WRITING**

**Career Education and Work Standards:**

**Career Retention and Advancement 13.3**

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

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Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

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Unit: ARGUMENTATIVE WRITING

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.C.1.1.1 E08.C.1.1.2 CC.1.4.8.G CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J	E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.	Students will be able to: <ul style="list-style-type: none"> <li>● Introduce claim(s) for the intended audience, acknowledge</li> <li>● Distinguish the claim(s) from alternate or opposing claims, and support the writer’s purpose by logically organizing reasons and evidence.</li> <li>● Support claim(s) with logical reasoning and relevant evidence</li> <li>● Using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<ul style="list-style-type: none"> <li>● Argument</li> <li>● Pacing</li> <li>● Claim</li> <li>● Counter-claim / counter-argument</li> <li>● Transitional words and phrases</li> <li>● Clauses</li> <li>● Sequence</li> <li>● Sensory language</li> <li>● Narration</li> <li>● Point of view</li> <li>● Quotation marks</li> <li>● Writer’s purpose</li> <li>● Conclusion</li> <li>● Focus</li> <li>● Content</li> <li>● Organization</li> <li>● Style</li> <li>● Conventions</li> <li>● Prewrite</li> <li>● Compose</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Writing and Grammar</i> textbook and supplemental materials</li> <li>● Prentice Hall <i>Literature</i> textbook (selections <b>suggested, but not limited to</b>):               <ul style="list-style-type: none"> <li>- “On Woman’s Right to Suffrage”</li> <li>- “The Trouble With Television”</li> <li>- “From Sharing in the American Dream”</li> <li>- “Editorial to Solve a Problem” (Writer’s Workshop)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated tests, quizzes, writing assignments, and observations</li> <li>● CDT’s for remediation</li> <li>● Pre and post writing samples</li> <li>● Final written essay</li> </ul> <p><b><u>Minimum essay components:</u></b></p> <ul style="list-style-type: none"> <li>● Multi-paragraph essay (3 - 5 paragraphs) with a definitive intro paragraph consisting of a hook and 3 point thesis statement.</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.C.1.1.3 E08.C.1.1.4 E08.C.1.1.5 CC.1.4.8.J CC.1.4.8.K</p> <p>CC.1.4.8.L</p>	<p>E08.C.1.1 - CONTINUED</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> <li>● Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that reinforces the claims and reasons presented.</li> </ul> <p style="text-align: center;">(see Grammar &amp; Conventions Unit)</p>	<ul style="list-style-type: none"> <li>● Revise</li> <li>● Edit</li> <li>● Publish/Share</li> <li>● Supporting details</li> <li>● Summarize</li> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> <li>● Evidence</li> <li>● Reasons</li> <li>● Formal style</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Write Source</i> by Great Source textbook and supplemental materials</li> <li>● District approved YouTube videos and Teacher Tube videos</li> <li>● District Educational Library videos</li> <li>● Teacher generated materials</li> <li>● Teachers can combine this with the research and develop topics pertinent to the student population within the classroom.</li> </ul>	<p><b><u>Minimum essay components (continued):</u></b></p> <ul style="list-style-type: none"> <li>● Definitive body paragraphs with established topic sentences and at least 3 pieces of supporting information as well as transitions</li> <li>● Definitive concluding paragraph with a thesis echo and a clincher.</li> </ul>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.J CC.1.2.8.K</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Use context (e.g., overall the 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.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>● Determine the meaning of technical words and phrases used in a text</li> </ul>	<ul style="list-style-type: none"> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● root words</li> <li>● base words</li> <li>● connotation</li> <li>● denotation</li> <li>● pronunciation</li> <li>● context clues</li> </ul>	<p style="text-align: center;">(see pages 4-6)</p>	<p style="text-align: center;">(see pages 4-6)</p>
<p>E08.B-V.4.1.2 CC.1.2.8.F CC.1.2.8.J</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<ul style="list-style-type: none"> <li>● Interpret figures of speech (eg, verbal irony, puns) in context</li> <li>● Use the relationship between particular words to better understand each of the words</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● figures of speech</li> <li>● literal vs figurative language</li> </ul>		



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5</p> <p>CC.1.5.8.A</p> <p>(Speaking and Listening)</p> <p>CC.1.5.8.B</p>	<p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Apply critical listening strategies to determine the speaker's argument and claims.</li> </ul> <p style="text-align: center;">(continued)</p>	<ul style="list-style-type: none"> <li>● Active listening</li> <li>● Audience</li> <li>● Debate</li> <li>● Fluency</li> <li>● Question</li> <li>● Speaker</li> <li>● Speech</li> <li>● Voice</li> </ul>	<p style="text-align: center;">(see pages 4-6)</p>	<p style="text-align: center;">(see pages 4-6)</p>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.5.8.D</p> <p>(Speaking and Listening)</p>	<p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Adopt the behaviors of effective speakers as appropriate to task, purpose, and audience.</li> <li>● Justify the inclusion of evidence and details that most effectively present claims and emphasize important points.</li> <li>● Verify and explain the reasoning used to select and organize evidence and details.</li> </ul>		<p>(see pages 4-6)</p>	<p>(see pages 4-6)</p>
<p>CC.1.5.8.E</p>	<p>Adapt speech to a variety of contexts and tasks.</p>	<ul style="list-style-type: none"> <li>● Demonstrate control of spoken language by adjusting speech to varying contexts and tasks.</li> </ul>			



**Unit:** GRAMMAR AND CONVENTIONS

**Course Time Prior to PSSA:** Embedded within writing assignments / instruction throughout the school year

**Overview:** Students will properly use and apply the rules of grammar and conventions through written pieces throughout the year.

**Unit Essential Questions:**

1. Can the students properly use verbals, verbs in the active and passive voice, proper sentence formation and structure, comma, ellipsis, and dashes; identify and correct inappropriate shifts?
2. Why is knowledge and application of proper and appropriate grammar and conventions important for students' writing?

**PSSA Content Module/Assessment Anchor:**

E08.D.1 Demonstrate command of the conventions of Standard English grammar and usage

**PSSA Eligible Content:**

E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences.

E08.D.1.1.2 Form and use verbs in the active and passive voice.

E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.

E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.

E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.

E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E08.D.1.1.10 Correctly use frequently confused words (e.g., *to, too, two; there, their, they're*).

E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.

E08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

E08.D.1.2.2 Use an ellipsis to indicate an omission.

E08.D.1.2.3 Spell correctly.

E08.D.1.2.4 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

E08.D.1.2.5 Use punctuation to separate items in a series.

E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).

E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.

E08.D.2.1.4 Maintain consistency in style and tone.

**Unit: GRAMMAR AND CONVENTIONS**

E08.D.2.1.5 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

E068.A-V.4.1.1/E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., The overall meaning of a sentence or paragraph; word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede, recede, secede*)
- c. Determine the meaning of technical words and phrases used in a text.

E08.A-V.4.1.2/E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

**Pennsylvania Academic Standards:**

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

CC.1.2.8.J/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.1.2.8.K/CC.1.3.8.I 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.1.3.8.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.1.4.8.F/CC.1.4.8.L/CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.E/CC.1.4.8.K Write with an awareness if 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 time and voice through precise language
- Establish and maintain a formal style.

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 subjective mood to achieve particular effects.
- Use sentences of varying lengths and complexities
- Create tone and voice through precise language

**Unit:** GRAMMAR AND CONVENTIONS

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Career Education and Work Standards:**

**Career Retention and Advancement 13.3**

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx](http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. The form this would take can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

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E08.D.1.1.1 E08.D.1.1.2 E08.D.1.1.3 E08.D.1.1.4 E08.D.1.1.5 E08.D.1.1.6 E08.D.1.1.7 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R	E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.	Students will be able to: <ul style="list-style-type: none"> <li>● Explain the function of verbals (i.e., gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>● Form and use verbs in the active and passive voice.</li> <li>● Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>● Recognize and correct inappropriate shifts in verb voice and mood.</li> <li>● Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>● Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>● Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ul>	<ul style="list-style-type: none"> <li>● Verbals</li> <li>● Gerunds</li> <li>● Participles</li> <li>● Infinitives</li> <li>● Active Voice</li> <li>● Passive Voice</li> <li>● Indicative Mood</li> <li>● Imperative Mood</li> <li>● Interrogative Mood</li> <li>● Conditional Mood</li> <li>● Subjunctive Mood</li> <li>● Phrases</li> <li>● Clauses</li> <li>● Dangling Modifiers</li> <li>● Pronoun shifts</li> <li>● Antecedents</li> <li>● Run-on sentence</li> <li>● Sentence fragment</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Writing and Grammar</i> and supplemental materials</li> <li>● <i>Write Source</i> by Great Source Education Group and supplemental materials</li> <li>● Sadlier-Oxford <i>Vocabulary</i></li> <li>● <i>Vocabulary for Achievement</i> by Great Source</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated tests and quizzes, projects, homework, observations</li> <li>● These skills are embedded and assessed in all writing units</li> </ul>



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.D.1.1.8 E08.D.1.1.9 E08.D.1.1.10 E08.D.1.1.11 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R</p> <p>E08.D.1.2.1 E08.D.1.2.2 E08.D.1.2.3 E08.D.1.2.4 E08.D.1.2.5 CC.1.4.8.F CC.1.4.8.L CC.1.4.8.R</p>	<p>E08.D.1.1 - CONTINUED</p> <p>E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> <li>● Recognize and correct inappropriate shifts in verb tense.</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</li> <li>● Ensure subject-verb and pronoun-antecedent agreement.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>● Use an ellipsis to indicate an omission.</li> <li>● Spell correctly.</li> <li>● Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>● Use punctuation to separate items in a series.</li> </ul>	<ul style="list-style-type: none"> <li>● Ellipsis</li> <li>● Omission</li> <li>● Comma</li> <li>● Parentheses</li> <li>● Dashes</li> <li>● Nonrestrictive</li> <li>● Parenthetical</li> <li>● Items in a series</li> </ul>	<p style="text-align: center;">(See page 4)</p>	<p>We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.D.2.1.1 E08.D.2.1.2 E08.D.2.1.3 E08.D.2.1.4 E08.D.2.1.5 E08.D.2.1.6 CC.1.4.8.E CC.1.4.8.K CC.1.4.8.Q	E08.D.2.1 Use knowledge of language and its conventions	Students will be able to: <ul style="list-style-type: none"> <li>● 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).</li> <li>● Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>● Maintain consistency in style and tone.</li> <li>● Choose punctuation for effect.</li> <li>● Choose words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Active voice</li> <li>● Passive voice</li> <li>● Conditional mood</li> <li>● Subjunctive Mood</li> <li>● Redundancy</li> <li>● Style</li> <li>● Tone</li> </ul>	<p style="text-align: center;">(See page 4)</p>	<p style="text-align: center;">(See pages 4 &amp; 5)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.A-V.4.1.1 E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.J CC.1.2.8.K CC.1.3.8.F CC.1.3.8.I CC.1.3.8.K	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: <ul style="list-style-type: none"> <li>● 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.</li> <li>● Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible, precede, recede, secede</i>).</li> <li>● Determine the meaning of technical words and phrases used in text.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Find and flexibly use appropriate strategies to determine the meaning of unknown and multiple meaning words (context clues, affixes, roots)</li> <li>● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrase</li> <li>● Utilize vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>	<ul style="list-style-type: none"> <li>● Affix</li> <li>● Antonym</li> <li>● Anecdote</li> <li>● Clarify</li> <li>● Connotation</li> <li>● Content specific vocabulary</li> <li>● Context clues</li> <li>● Denotation</li> <li>● Figurative language</li> <li>● Figures of speech</li> <li>● Literal v. figurative language</li> <li>● Multiple meaning words</li> <li>● Nonfiction</li> <li>● Persuasive</li> <li>● Prefix</li> <li>● Pronunciation</li> <li>● Propaganda techniques</li> <li>● Puns</li> </ul>	(See page 4)	(See pages 4 & 5)

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**Unit: GRAMMAR AND CONVENTIONS**

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E08.A-V.4.1.2 E08.B-V.4.1.2 CC.1.2.8.F CC.1.2.8.J CC.1.3.8.F CC.1.3.8.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>● Use the relationship between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>bullheaded, willful, firm, persistent, resolute</i>).</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>● Interpret figurative language in context.</li> <li>● Use relationships between words to understand each of the words</li> <li>● Identify the nuances (shades of meaning) of words with similar definitions</li> </ul>	- CONTINUED - <ul style="list-style-type: none"> <li>● Root/base word</li> <li>● Reading content area material</li> <li>● Suffix</li> <li>● Synonym</li> <li>● Technical meaning</li> <li>● Vocabulary in context</li> </ul>	(See page 4)	(See pages 4 & 5)

**Unit: POETRY**

**Course Time Prior to PSSA:** Skills will be spiraled throughout the year; embed within each unit.

**Overview:**

Students will identify literary devices and interpret the underlying meanings of poems.

Students will identify how elements of a poem interact and how its form and structure contribute to its meaning.

**Unit Essential Questions:**

1. What is poetry?
2. How do you identify and distinguish between different types of figurative language?
3. What are the elements and structure of poetry that deepen the understanding of poetry?
4. How does a reader identify, respond to, analyze, and compare the elements of poetry?
5. How does word choice influence poetry?
6. How does a reader identify, responds to, analyze and compare the elements of poetry?

**PSSA Content Module/Assessment Anchor:**

E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E08. A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**PSSA Eligible Content:**

E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama action, reveal aspects of a character, or provoke decision.

E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text of specific word choices on meaning and tone, including analogies or allusions to other texts.

E08. A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “stories” means narration of events told through the text types of stories, dramas, or poems.

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E08. A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede* , *recede*, *secede*)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use relationships between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.; bullheaded, willful, firm, persistent, resolute).

**Pennsylvania Academic Standards:**

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.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each texts 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.H Analyze how a modern work of fiction draws on themes, patterns or events, or character types from traditional works, including describing how the material is rendered new.

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 to 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.F Adapt speech to a variety of contexts and tasks.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Unit: POETRY**

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete documents.

**Connecting to Common Core and Other Standards:**

- PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)
- National Common Core found at [www.corestandards.org](http://www.corestandards.org)
- Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>
- ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)
- Career Education and Work found at [www.pacareerstandards.com/](http://www.pacareerstandards.com/)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/eloverlay.aspx)  
Generic found at <http://www.easad.net/esl>  
Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Analysis of poetry using annotation strategies for deeper understanding and comprehension. Students will utilize various sources for poetry and create a portfolio of original poetry, various styles and elements, and explain the figurative language and how it affects the meaning of the piece.

**Remediation:** Use poetry with adolescents in a small group, remedial setting. Oral reading of poems to be recorded on a tape recorder or read for another audience at a later date. Finally, poems serve as models for writing poetry, an activity that can help remedial readers strengthen encoding skills.

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.

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Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.A-K.1.1.1 E08.A-K.1.1.3 CC.1.3.8.B CC.1.3.8.C</p> <p>E08.A-C.2.1.2 E08.A-C.2.1.3 CC.1.3.8.E CC.1.3.8.F</p>	<p>Demonstrate understanding of key ideas and details in literature.</p> <p>Demonstrate understanding of craft and structure in literature.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Analyze how particular lines of dialogue or incidents in a story, drama action, reveal aspects of a character, or provoke decision.</li> <li>● 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.</li> <li>● Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Theme</li> <li>● Moral</li> <li>● Imagery</li> <li>● Figurative language</li> <li>● Literal language</li> <li>● Idioms</li> <li>● Similes</li> <li>● Metaphor</li> <li>● Allusions</li> <li>● Irony</li> <li>● Imagery</li> <li>● Symbolism</li> <li>● Alliteration</li> <li>● Personification</li> <li>● Onomatopoeia</li> <li>● Hyperbole</li> <li>● Exaggeration</li> </ul>	<ul style="list-style-type: none"> <li>● Prentice Hall <i>Literature</i> Book Level 8</li> <li>● PSSA materials (released items)</li> <li>● <i>Linking CCSS to Your Curriculum</i> Grade 8</li> <li>● Teacher generated readings/materials</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher generated assessments</li> <li>● Prentice Hall ExamView assessments</li> <li>● Teacher observation</li> <li>● Small group discussions</li> <li>● Large group discussions</li> </ul> <p>Skills in this unit are embedded and also assessed within other units.</p>



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Unit: POETRY

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08. A-C.3.1.1 CC.1.3.8.H	<p>Demonstrate understanding of connections within, between, and/or among texts.</p> <p>Demonstrate understanding of vocabulary and figurative language in literature.</p>	<ul style="list-style-type: none"> <li>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “stories” means narration of events told through the text types of stories, dramas, or poems.</li> </ul>		(see page 4)	(see page 4)
E08.A-V.4.1.1 CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J	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.	<ul style="list-style-type: none"> <li>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.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>)</li> </ul>			

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Unit: POETRY

<b>PA Core Standards and Eligible Content</b>	<b>Unit Concepts -</b> What students need to know:	<b>Unit Competencies</b> What students need to be able to do (skills):	<b>Content Vocabulary</b>	<b>Materials, Resources, &amp; Suggested Instructional Activities/Strategies</b>	<b>Assessments</b> Diagnostic Formative Benchmark
E08.A-V.4.1.2 CC.1.3.8.F CC.1.3.8.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>● Use relationships between particular words to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.; bullheaded, willful, firm, persistent, resolute).</li> </ul>		(see page 4)	(see page 4)

**Unit:** RESEARCH

**Course Time Prior to PSSA:** Research will be incorporated within either the argumentative or informational writing units.

**Overview:** The student will learn techniques of literary or informational analysis, reflection, and research and apply them to a written piece.

**Unit Essential Questions:**

1. What are the various techniques of literary or informational analysis, reflection, and research?
2. What are the unique characteristics of literary or informational analysis, reflection, and research?
3. How will various techniques help students develop a piece that analyzes, reflects, and applies research strategies?

**PSSA Content Module/Assessment Anchor:**

E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**PSSA Eligible Content:**

E08.E.1.1.1 Introduce text(s) for the intended audience, state a topic, and create an organizational structure in text(s) for the intended audience, state a topic, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).

E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.E.1.1.5 Establish and maintain a formal style.

E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., The overall meaning of a sentence or paragraph; word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *precede*, *recede*, *secede*)
- c. Determine the meaning of technical words and phrases used in a text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Unit: RESEARCH**

**Pennsylvania Academic Standards:**

- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- 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.1.4.8.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/CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform or explain about 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/CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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 the alternate or opposing claims and support claims 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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.
- CC.1.4.8.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.
- 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.

**Unit: RESEARCH**

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.

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.

**ISTE Standards:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 5b, 5c, 6a, 6b

\*See Appendix for complete documents.

**Career Education and Work Standards:**

13.3 Career Retention and Advancement:

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- E. Time Management
- F. Lifelong Learning

\*See Appendix for complete document

**Connecting to Common Core and Other Standards:**

PA Standards found at [www.pdesas.org/standards/standardsdownloads](http://www.pdesas.org/standards/standardsdownloads)

National Common Core found at [www.corestandards.org](http://www.corestandards.org)

Common Core Crosswalk found at <http://www.pdesas.org/standard/pacore>

ISTE found at [www.iste.org/standards/nets-for-students.aspx](http://www.iste.org/standards/nets-for-students.aspx)

Career Education and Work found at [www.pacareerstandards.com](http://www.pacareerstandards.com)

**ELL Differentiation:** Math & LA specifics found at [www.pde.sas.org/module/sas/curriculumframework/elloyerlay.aspx](http://www.pde.sas.org/module/sas/curriculumframework/elloyerlay.aspx)

Generic found at <http://www.easad.net/esl>

Todos resources found at [www.todos-math.org](http://www.todos-math.org)

**Enrichment:** Students generate a teaching tool that will be used by fellow students. This form can be: iMovie, PowerPoint, Pages document

**Remediation:** Student conferencing and modified task; Study Island, Compass Learning, Edge

**IEP/GIEP:** Refer to individual student's education plan under specially designed instruction.



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Unit: RESEARCH

PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>CC.1.4.8.S</p> <p>CC.1.4.8.U</p> <p>CC.1.4.8.T</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>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.</p> <p>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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Read and understand essential content of informational texts in all academic areas</li> <li>● Differentiate fact from opinion utilizing resources that go beyond traditional to electronic media</li> <li>● Draw inferences based on a variety of information sources</li> <li>● Use and understand a variety of media and evaluate the quality of material produced</li> <li>● Use, design, and develop a media project that expands understanding</li> <li>● Produce work in at least one literary genre</li> </ul>	<ul style="list-style-type: none"> <li>● Conclusion</li> <li>● Hook</li> <li>● Clincher</li> <li>● Setting</li> <li>● Audience</li> <li>● Cohesion</li> <li>● Expository</li> <li>● Plagiarism</li> <li>● Quotations</li> </ul>	<ul style="list-style-type: none"> <li>● Research topics can vary per team. Some examples are, but not limited to: Gemstone research project (coordinating with science), World War II and the Holocaust (coordinating with reading), Career Exploration, Service Learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Definitive body paragraphs with established topic sentences and at least 3 pieces of supporting information as well as transitions</li> <li>● Definitive concluding paragraph with a thesis echo and a clincher.</li> <li>● The entire essay should be written in formal language and avoid usage of the first person</li> <li>● The essay should include a Works Cited page and use proper MLA format.</li> </ul>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
CC.1.4.8.A  E08.E.1.1.1 E08.E.1.1.2 E08.E.1.1.3 E08.E.1.1.4 CC.1.4.8.B CC.1.4.8.C CC.1.4.8.D CC.1.4.8.G CC.1.4.8.H CC.1.4.8.I CC.1.4.8.J	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.  E08. E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students will be able to: <ul style="list-style-type: none"> <li>● Introduce text(s) for the intended audience, state a topic</li> <li>● Create an organizational structure in text(s) for the intended audience, state a topic</li> <li>● Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>● Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text(s).</li> <li>● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>		(see pages 4 & 5)	We list all of the assessments both formative and summative that could be used in this unit. You should also include diagnostic assessments as appropriate. For example, precursor skills that a student must have in order to complete these tasks might be needed so a pre-test is recommended.



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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
<p>E08.E.1.1.5 E08.E.1.1.6 CC.1.4.8.D CC.1.4.8.E CC.1.4.8.J CC.1.4.8.K CC.1.4.8.F</p> <p>E08.B-V.4.1.1 CC.1.2.8.F CC.1.2.8.J CC.1.2.8.K</p>	<p>E08.E.1.1 - CONTINUED</p> <p>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</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding section that follows from and supports the analysis presented.</li> <li>● Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> <li>● Use context (e.g., overall the 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.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>● Determine the meaning of technical words and phrases used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● prefix</li> <li>● suffix</li> <li>● affix</li> <li>● root words</li> <li>● base words</li> <li>● connotation</li> <li>● denotation</li> <li>● pronunciation</li> <li>● context clues</li> </ul>	<p>(see pages 4 &amp; 5)</p>	<p>(see pages 4-6)</p>

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PA Core Standards and Eligible Content	Unit Concepts - What students need to know:	Unit Competencies What students need to be able to do (skills):	Content Vocabulary	Materials, Resources, & Suggested Instructional Activities/Strategies	Assessments Diagnostic Formative Benchmark
E08.B-V.4.1.2 CC.1.2.8.F CC.1.2.8.J	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Students will be able to: <ul style="list-style-type: none"> <li>● Interpret figures of speech (eg, verbal irony, puns) in context</li> <li>● Use the relationship between particular words to better understand each of the words</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (eg, <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● figures of speech</li> <li>● literal vs. figurative language</li> </ul>	(see pages 4 & 5)	(see pages 4-6)

## APPENDIX A

### English Language Arts - Curriculum Sequence Grades 6-8

Reading	English
<p><b>Study Skills</b> (First 1-2 weeks of School) (time management, organization, goal setting, learning styles, study environment, use of agenda books, test taking strategies, mnemonic devices and study tools such as flash cards, acronyms, acrostics, etc.)</p>	<p><b>Personal Narrative</b> (parts of speech, adjectives, verbs) <i>embed poetry</i></p>
<p><b>Reading Literature (Fiction)</b> Text structure (plot development) Point of view, author’s purpose, literary devices and figurative language, theme, characterization, effect of setting on characters, TDA</p>	<p><b>Narrative Writing</b> (continue parts of speech, sentence formation) <i>embed poetry</i></p>
<p><b>Informational/Nonfiction - Expository</b> Main Idea/Supporting details, skimming, scanning, note taking, outlining, review SQ3R, text structure, point of view, author’s purpose, TDA</p>	<p><b>Informational Writing</b> (phrases &amp; clauses) <i>embed poetry</i> Research</p>
<p><b>Informational/Nonfiction – Argumentative &amp; Persuasive</b> Author’s purpose, arguments/evidence Bias &amp; propaganda, fact &amp; opinion, text structure, point of view, tone, mood, TDA</p>	<p><b>Argumentative Writing</b> (editorials, essays, etc) Research</p>
<p><b>Poetry Unit - EMBEDDED IN ALL UNITS</b> Written analysis of poetry (inc. compare/contrast, theme, author’s purpose, mood, tone), TDA</p>	
<p><b>Grammar and Conventions, and Speaking &amp; Listening skills to be embedded throughout ALL units.</b></p>	
<p><b>Vocabulary to be embedded throughout ALL units (inc. prefixes, suffixes, roots, multiple meaning words, synonyms, antonyms, etc.)</b></p>	

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Study Skills Addendum to be completed during first two weeks of school.

6th Grade	7th Grade	8th Grade
How to Study: Learning styles Mnemonic devices Schedules Study environment Study Materials	How to Study: Learning Styles Mnemonic devices Study Environment Skimming, Scanning, Study Reading Listening Skills	<b>How to Study:</b> <b>Learning Styles</b> <b>Mnemonic devices</b> <b>Skimming, scanning and notetaking - turning notes into an outline.</b> <b>Parts of a textbook</b>
Test Taking Skills: Goal setting Time management Strategies	Test Taking Skills: Goal Setting Time Management Strategies	<b>Test Taking Skills:</b> <b>Goal Setting</b>
Organizational Skills: Class preparation Use of agenda book	Organization Skills: Class preparation Use of agenda book	<b>Organizational Skills:</b> <b>Class preparation</b> <b>Use of agenda book</b>

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
<b>E08.B</b>	<b>Informational Text</b>					
<b>E08.B-K.1</b>	<b>Key Ideas &amp; Details</b>					
<b>E08.B-K.1.1</b>	<b>Demonstrate understanding of key ideas and details in informational texts.</b>					
Eligible Content E08.B-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
Eligible Content E08.B-K.1.1.2	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.					
Eligible Content E08.B-K.1.1.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).					
<b>Related Standards:</b>						
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.					
<b>E08.B-C.2</b>	<b>Craft &amp; Structure</b>					
<b>E08.B-C.2.1</b>	<b>Demonstrate understanding of craft and structure in informational texts.</b>					
Eligible Content E08.B-C.2.1.1	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.					
Eligible Content E08.B-C.2.1.2	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.					
Eligible Content E08.B-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.					
<b>Related Standards:</b>						
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.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.					
<b>E08.B-C.3</b>	<b>Integration of Knowledge and Ideas</b>					
<b>E08.B-C.3.1</b>	<b>Demonstrate understanding of connections within, between, and/or among informational texts.</b>					
Eligible Content E08.B-C.3.1.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.					
Eligible Content E08.B-C.3.1.2	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.					
<b>Related Standards:</b>						
CC.1.2.8.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument 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.					
<b>E08.B-V.4</b>	<b>Vocabulary Acquisition and Use</b>					
<b>E08.B-V.4.1</b>	<b>Demonstrate understanding of vocabulary and figurative language in informational texts.</b>					
Eligible Content E08.B-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.					
	a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).					
	c. Determine the meaning of technical words and phrases used in a text.					
Eligible Content E08.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
	a. Interpret figures of speech (e.g., verbal irony, puns) in context.					
	b. Use the relationship between particular words to better understand each of the words.					
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).					
<b>Related Standards:</b>						
CC.1.2.8.F	Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
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.					
<b>E08.A</b>	<b>Literature Text</b>					
<b>E08.A-K.1</b>	<b>Key Ideas &amp; Details</b>					
<b>E08.A-K.1.1</b>	<b>Demonstrate understanding of key ideas and details in literature.</b>					
Eligible Content E08.A-K.1.1.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
Eligible Content E08.A-K.1.1.2	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.					
Eligible Content E08.A-K.1.1.3	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.					
<b>Related Standards:</b>						
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.					
<b>E08.A-C.2</b>	<b>Craft &amp; Structure</b>					
<b>E08.A-C.2.1</b>	<b>Demonstrate understanding of craft and structure in literature.</b>					
Eligible Content E08.A-C.2.1.1	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.					
Eligible Content E08.A-C.2.1.2	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.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
Eligible Content E08.A-C.2.1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.					
<b>Related Standards:</b>						
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.					
<b>E08.A-C.3</b>	<b>Integration of Knowledge and Ideas</b>					
<b>E08.A-C.3.1</b>	<b>Demonstrate understanding of connections within, between, and/or among texts.</b>					
Eligible Content E08.A-C.3.1.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.  <u>Note:</u> "Stories" means narration of events told through the text types of stories, dramas, or poems					
<b>Related Standards:</b>						
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.					
<b>E08.A-V.4</b>	<b>Vocabulary Acquisition and Use</b>					
<b>E08.A-V.4.1</b>	<b>Demonstrate understanding of vocabulary and figurative language in literature.</b>					
Eligible Content E08.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.					
	a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.					
	b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).					



8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content E08.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.					
	a. Interpret figures of speech (e.g., verbal irony, puns) in context.					
	b. Use the relationship between particular words to better understand each of the words.					
	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i> ).					
<b>Related Standards:</b>						
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.I	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.1.3.8.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.					
<b>E08.C</b>	<b>Writing</b>					
<b>E08.C.1</b>	<b>Text Types and Purposes</b>					
<b>E08.C.1.1</b>	<b>Write arguments to support claims with clear reasons and relevant evidence.</b>					
Eligible Content E08.C.1.1.1	Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.					
Eligible Content E08.C.1.1.2	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.					
Eligible Content E08.C.1.1.3	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.					
Eligible Content E08.C.1.1.4	Establish and maintain a formal style.					
Eligible Content E08.C.1.1.5	Provide a concluding section that reinforces the claims and reasons presented					
<b>Related Standards:</b>						
CC.1.4.8.H	Introduce and state an opinion on a topic.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
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) and reasons 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.					
<b>E08.C.1.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>					
Eligible Content E08.C.1.2.1	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.					
Eligible Content E08.C.1.2.2	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.					
Eligible Content E08.C.1.2.3	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.					
Eligible Content E08.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.					
Eligible Content E08.C.1.2.5	Establish and maintain a formal style.					
Eligible Content E08.C.1.2.6	Provide a concluding section that follows from and supports the information or explanation presented.					
<b>Related Standards:</b>						
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.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
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.					
<b>E08.C.1.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</b>					
Eligible Content E08.C.1.3.1	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.					
Eligible Content E08.C.1.3.2	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.					
Eligible Content E08.C.1.3.3	Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.					
Eligible Content E08.C.1.3.4	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.					
Eligible Content E08.C.1.3.5	Provide a conclusion that follows from and reflects on the narrated experiences or events.					
<b>Related Standards:</b>						
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, 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.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retaught/ Reviewed	Reassessed
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 effects.					
	- Use sentences of varying lengths and complexities.					
	- Create tone and voice through precise language.					
<b>E08.D</b>	<b>Language</b>					
<b>E08.D.1</b>	<b>Conventions of Standard English</b>					
<b>E08.D.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage.</b>					
Eligible Content E08.D.1.1.1	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.					
Eligible Content E08.D.1.1.2	Form and use verbs in the active and passive voice.					
Eligible Content E08.D.1.1.3	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.					
Eligible Content E08.D.1.1.4	Recognize and correct inappropriate shifts in verb voice and mood.*					
Eligible Content E08.D.1.1.5	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*					
Eligible Content E08.D.1.1.6	Recognize and correct inappropriate shifts in pronoun number and person.*					
Eligible Content E08.D.1.1.7	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*					
Eligible Content E08.D.1.1.8	Recognize and correct inappropriate shifts in verb tense.*					
Eligible Content E08.D.1.1.9	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*					
Eligible Content E08.D.1.1.10	Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i> ).*					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content E08.D.1.1.11	Ensure subject-verb and pronoun-antecedent agreement.*					
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.8.L						
CC.1.4.8.R						
<b>E08.D.1.2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</b>					
Eligible Content E08.D.1.2.1	Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.					
Eligible Content E08.D.1.2.2	Use an ellipsis to indicate an omission.					
Eligible Content E08.D.1.2.3	Spell correctly.					
Eligible Content E08.D.1.2.4	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*					
Eligible Content E08.D.1.2.5	Use punctuation to separate items in a series.*					
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.8.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.					
CC.1.4.8.L						
CC.1.4.8.R						
<b>E08.D.2</b>	<b>Knowledge of Language</b>					
<b>E08.D.2.1</b>	<b>Use knowledge of language and its conventions.</b>					
Eligible Content E08.D.2.1.1	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).					
Eligible Content E08.D.2.1.2	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content E08.D.2.1.3	Vary sentence patterns for meaning, reader/listener interest, and style.*					
Eligible Content E08.D.2.1.4	Maintain consistency in style and tone.*					
Eligible Content E08.D.2.1.5	Choose punctuation for effect.*					
Eligible Content E08.D.2.1.6	Choose words and phrases for effect.*					
<b>Asterisk (*) indicates that the particular Eligible Content appears in all succeeding grades. Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Related Standards:</b>						
CC.1.4.8.E 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.					
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 effects.					
	- Use sentences of varying lengths and complexities.					
	- Create tone and voice through precise language.					
<b>E08.E</b>	<b>Text-Dependent Analysis</b>					
<b>E08.E.1</b>	<b>Evidence-Based Analysis of Text</b>					
<b>E08.E.1.1</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</b>					
Eligible Content E08.E.1.1.1	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.					
Eligible Content E08.E.1.1.2	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).					
Eligible Content E08.E.1.1.3	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
Eligible Content E08.E.1.1.4	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.					
Eligible Content E08.E.1.1.5	Establish and maintain a formal style.					
Eligible Content E08.E.1.1.6	Provide a concluding section that follows from and supports the analysis presented.					
<b>Eligible Content includes skills and understandings assessed in previous grades.</b>						
<b>Common Core State Standard: Writing 9.a, 9.b (Apply grade 8 reading standards to literary and informational text(s).)</b>						
<b>Related Standards:</b>						
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 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 using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate 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.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.					

8th Grade PA English Language Arts Core Standards - Eligible Content Checklist

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

		Introduced	Practiced	Assessed	Retought/ Reviewed	Reassessed
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.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.					



<b>English Language Arts</b> <b>Long Term Transfer Goals</b>	
<i>Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.</i>	
<p>Students will be able to independently use their learning to:</p> <ol style="list-style-type: none"> <li>1. Comprehend and evaluate complex texts across a range of types and disciplines.</li> <li>2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures</li> <li>3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message</li> <li>4. Communicate effectively for varied purposes and audiences.</li> <li>5. Listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond.</li> </ol>	
Big Ideas	Essential Questions
Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader’s purpose influence how text should be read?
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response?
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	What do good listeners do? How do active listeners make meaning? How do active listeners know what to believe in what they hear?
Effective speakers prepare and communicate messages to address the audience and purpose.	How do task, purpose, and audience influence how speakers craft and deliver a message? How do speakers employ language and utilize resources to effectively communicate a message?
Effective research requires the use of varied resources to gain or expand knowledge.	What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings?
Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.	What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.	How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication?
An expanded vocabulary enhances one’s ability to express ideas and information.	Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary?

# ISTE Standards

## Teachers

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Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

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### 1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 

### 2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
  - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
  - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
  - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
- 

### 3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### 4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

#### 5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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# ISTE Standards

## Students

### 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

### 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

### 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

### 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

## 5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

## 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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# Academic Standards for Career Education and Work



*Pennsylvania Department of Education*

**APPENDIX G**

# Academic Standards for Career Education and Work

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# Academic Standards for Career Education and Work

## **XXXVIII. INTRODUCTION**

The Academic Standards for Career Education and Work reflect the increasing complexity and sophistication that students experience as they progress through school. Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- ◆ 13.1 Career Awareness and Preparation
- ◆ 13.2 Career Acquisition (Getting a Job)
- ◆ 13.3 Career Retention and Advancement
- ◆ 13.4 Entrepreneurship

Pennsylvania's economic future depends on having a well-educated and skilled workforce. No student should leave secondary education without a solid foundation in Career Education and Work. It is the rapidly changing workplace and the demand for continuous learning and innovation on the part of the workers that drive the need to establish academic standards in Career Education and Work.

Through a comprehensive approach, Career Education and Work Standards complement all disciplines and other academic standards. If Pennsylvania's students are to succeed in the workplace, there are certain skills that they need to obtain prior to graduation from high school. These skills have been identified in the Career Education and Work Standards, but it is up to individual school districts to decide how they are to be taught. Districts can implement integration strategies within existing disciplines or can implement stand-alone courses to specifically address these standards.

A glossary is included to assist the reader in understanding terminology contained in the standards.



<b>1.1. Career Awareness and Preparation</b>			
<b>13.1.3. GRADE 3</b>	<b>13.1.5. GRADE 5</b>	<b>13.1.8. GRADE 8</b>	<b>13.1.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Recognize that individuals have unique interests.</p> <p>B. Identify current personal interests.</p> <p>C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.</p> <p>D. Identify the range of jobs available in the community.</p>	<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Two-and-four year colleges</li> <li>• Career and technical education programs at centers (formerly AVTSSs) and high schools</li> <li>• CareerLinks</li> <li>• Community/recreation centers</li> <li>• Faith-based organizations</li> <li>• Local industry training centers</li> <li>• Military</li> <li>• Registered apprenticeship</li> <li>• Vocational rehabilitation centers</li> <li>• Web-based training</li> </ul>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Relate careers to personal interests, abilities, and aptitudes.</p> <p>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p> <p>D. Explain the relationship of career training programs to employment opportunities.</p>	<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Career days</li> <li>• Career portfolio</li> <li>• Community service</li> <li>• Cooperative education</li> <li>• Graduation/senior project</li> <li>• Internship</li> <li>• Job shadowing</li> <li>• Part-time employment</li> <li>• Registered apprenticeship</li> <li>• School-based enterprise</li> </ul>

<p>E. Describe the work done by school personnel and other individuals in the community.</p> <p>F. Explore how people prepare for careers.</p> <p>G. Explain why education and training plans are important to careers.</p>	<p>E. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Job description</li> <li>• Salaries/benefits</li> <li>• Work schedule</li> <li>• Working conditions</li> </ul> <p>F. Investigate people’s rationale for making career choices.</p> <p>G. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Beginnings of career portfolio</li> <li>• Career goals</li> <li>• Individual interests and abilities</li> <li>• Training/education requirements</li> </ul>	<p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Competition</li> <li>• Geographic location</li> <li>• Global influences</li> <li>• Job growth</li> <li>• Job openings</li> <li>• Labor supply</li> <li>• Potential advancement</li> <li>• Potential earnings</li> <li>• Salaries/benefits</li> <li>• Unemployment</li> </ul> <p>F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p> <p>G. Create an individualized career plan including, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Assessment and continued development of career portfolio</li> </ul>	<p>E. Justify the selection of a career.</p> <p>F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Associate degree</li> <li>• Baccalaureate degree</li> <li>• Certificate/licensure</li> <li>• Entrepreneurship</li> <li>• Immediate part/full time employment</li> <li>• Industry training</li> <li>• Military training</li> <li>• Professional degree</li> <li>• Registered apprenticeship</li> <li>• Tech Prep</li> <li>• Vocational Rehabilitation Centers</li> </ul> <p>G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p>
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<p>H. Explain how workers in their careers use what is learned in the classroom.</p>	<p>and costs</p> <p>H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<ul style="list-style-type: none"> <li>• Career goals</li> <li>• Cluster/pathway opportunities</li> <li>• Individual interests and abilities</li> <li>• Training/education requirements and financing</li> </ul> <p>H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.</p>	<p>H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>
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<b>13.2. Career Acquisition (Getting a Job)</b>			
<b>13.2.3. GRADE 3</b>	<b>13.2.5. GRADE 5</b>	<b>13.2.8. GRADE 8</b>	<b>13.2.11. GRADE 11</b>
<b><i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i></b>			
<p>A. Identify appropriate speaking and listening techniques used in conversation.</p> <p>B. Discuss resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> <p>C. Compose a personal letter.</p>	<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Magazines</li> <li>• Newspapers</li> </ul> <p>C. Compose and compare a business and a personal letter.</p>	<p>A. Identify effective speaking and listening skills used in a job interview.</p> <p>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• CareerLinks</li> <li>• Internet (i.e. O-NET)</li> <li>• Networking</li> <li>• Newspapers</li> <li>• Professional associations</li> <li>• Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>)</li> </ul> <p>C. Prepare a draft of career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Letter of appreciation following an interview</li> <li>• Letter of introduction</li> <li>• Request for letter of recommendation</li> <li>• Resume</li> </ul>	<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> <li>• CareerLinks</li> <li>• Internet (i.e. O-NET)</li> <li>• Networking</li> <li>• Newspapers</li> <li>• Professional associations</li> <li>• Resource books (that is <i>Occupational Outlook Handbook, PA Career Guide</i>)</li> </ul> <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Letter of appreciation following an interview</li> <li>• Letter of introduction</li> <li>• Postsecondary education/training applications</li> <li>• Request for letter of recommendation</li> <li>• Resume</li> </ul>

<p>D. Identify the importance of developing a plan for the future.</p> <p>E. Discuss the importance of the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dependability</li> <li>• Health/safety</li> <li>• Team building</li> <li>• Technology</li> </ul>	<p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Awards/recognitions</li> <li>• Career exploration results</li> <li>• Career plans</li> <li>• Community service involvement/projects</li> <li>• Interests/hobbies</li> <li>• Personal career goals</li> <li>• Selected school work</li> <li>• Self inventories</li> </ul> <p>E. Apply to daily activities, the essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Personal initiative</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>	<p>D. Develop an individualized career portfolio including components, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Awards/recognitions</li> <li>• Career exploration results</li> <li>• Career plans</li> <li>• Community service involvement/projects</li> <li>• Interests/hobbies</li> <li>• Personal career goals</li> <li>• Selected school work</li> <li>• Self inventories</li> </ul> <p>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>• Personal initiative</li> <li>• Self-advocacy</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>	<p>D. Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Communication</li> <li>• Dependability</li> <li>• Health/safety</li> <li>• Laws and regulations (that is Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)</li> <li>• Personal initiative</li> <li>• Self-advocacy</li> <li>• Scheduling/time management</li> <li>• Team building</li> <li>• Technical literacy</li> <li>• Technology</li> </ul>
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<b>13.3. Career Retention and Advancement</b>			
<b>13.3.3. GRADE 3</b>	<b>13.3.5. GRADE 5</b>	<b>13.3.8. GRADE 8</b>	<b>13.3.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Compliment</li> <li>• Cooperate</li> <li>• Encourage</li> <li>• Participate</li> </ul> <p>D. Explain how money is used.</p>	<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>C. Identify effective group interaction strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Building consensus</li> <li>• Communicating effectively</li> <li>• Establishing ground rules</li> <li>• Listening to others</li> </ul> <p>D. Explain budgeting.</p>	<p>A. Determine attitudes and work habits that support career retention and advancement.</p> <p>B. Analyze the role of each participant's contribution in a team setting.</p> <p>C. Explain and demonstrate conflict resolution skills:</p> <ul style="list-style-type: none"> <li>• Constructive criticism</li> <li>• Group dynamics</li> <li>• Managing/leadership</li> <li>• Mediation</li> <li>• Negotiation</li> <li>• Problem solving</li> </ul> <p>D. Analyze budgets and pay statements, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Charitable contributions</li> <li>• Expenses</li> <li>• Gross pay</li> <li>• Net pay</li> <li>• Other income</li> <li>• Savings</li> <li>• Taxes</li> </ul>	<p>A. Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Encouraging</li> <li>• Reflecting</li> <li>• Restating</li> <li>• Summarizing</li> </ul> <p>C. Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> <li>• Constructive criticism</li> <li>• Group dynamics</li> <li>• Managing/leadership</li> <li>• Mediation</li> <li>• Negotiation</li> <li>• Problem solving</li> </ul> <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Charitable contributions</li> <li>• Fixed/variable expenses</li> <li>• Gross pay</li> <li>• Net pay</li> <li>• Other income</li> <li>• Savings</li> <li>• Taxes</li> </ul>

<p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend’s roles at -home, at school and in the community..</p> <p>G. Define and describe the importance of lifelong learning.</p>	<p>E. Develop a personal schedule based on activities and responsibilities at both home and school.</p> <p>F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention</p> <p>G. Describe how personal interests and abilities impact lifelong learning.</p>	<p>E. Identify and apply time management strategies as they relate to both personal and work situations.</p> <p>F. Identify characteristics of the changing workplace including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.</p> <p>G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p>E. Evaluate time management strategies and their application to both personal and work situations.</p> <p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>
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<b>13.4. Entrepreneurship</b>			
<b>13.4.3. GRADE 3</b>	<b>13.4.5. GRADE 5</b>	<b>13.4.8. GRADE 8</b>	<b>13.4.11. GRADE 11</b>
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
<p>A. Define entrepreneurship.</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Creative thinking</li> <li>• Ethical behavior</li> <li>• Leadership</li> <li>• Positive attitude</li> <li>• Risk-taking</li> </ul> <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Bake sale</li> <li>• Crafts</li> <li>• Lemonade stand</li> <li>• Pet care</li> </ul>	<p>A. Identify the risks and rewards of entrepreneurship.</p> <p>B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Production</li> <li>• Research and development</li> <li>• Selection of goods and services</li> </ul>	<p>A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Job security</li> <li>• Operating costs</li> <li>• Wages</li> </ul> <p>B. Evaluate how entrepreneurial character traits influence career opportunities.</p> <p>C. Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Business idea</li> <li>• Competitive analysis</li> <li>• Daily operations</li> <li>• Finances/budget</li> <li>• Marketing</li> <li>• Productive resources (human, capital, natural)</li> <li>• Sales forecasting</li> </ul>	<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>B. Analyze entrepreneurship as it relates to personal character traits.</p> <p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>• Community Based Organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers)</li> <li>• Financial institutions</li> <li>• School-based career centers</li> </ul>



			<ul style="list-style-type: none"><li>• Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers)</li><li>• Venture capital</li></ul>
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# Academic Standards for Career Education and Work

## XXXIX. GLOSSARY

Americans with Disabilities Act (Public Law 101-336):	The Americans with Disabilities Act is a federal civil rights law that prohibits discrimination and for ensuring equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, transportation, and requiring the establishment of tdd/telephone relay services.
Aptitudes:	Capacity to learn and understand.
Associate degree:	A postsecondary degree typically earned within a two-year timeframe.
Baccalaureate degree:	A postsecondary degree, also known as a bachelor’s degree, typically earned within a 4-year timeframe from a college or university.
Benefits:	Something of value that an employee receives in addition to a wage or salary. Examples include health and life insurance, vacation leave, retirement plans, and the like.
Budget:	A financial plan that summarizes anticipated income and expenditures over a period of time.
Business plan:	A prepared document detailing the past, present, and future of an organization.
Career and technical centers:	Schools that educate secondary students and adults through academic instruction, job preparation and acquisition of occupational skills leading to credentials or employment, or both, in specific industries. The centers also provide opportunities for transition to postsecondary education and continuing education.
Career cluster:	A grouping of related occupations, which share similar skill sets.

Career days:	Special events that allow students to meet with employers, career development specialists, community-based organization representatives, and postsecondary educators. Events are designed to encourage students to gain information about careers and job opportunities.
Career plan:	A document developed by the student that identifies a series of educational studies and experiences to prepare them for postsecondary education or work, or both, in a selected career cluster or area.
Career portfolio:	An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.
Career retention and advancement:	Career retention is the process of keeping a job. Career advancement is the process of performing the necessary requirements to progress in a career.
CareerLinks:	A cooperative system that provides one-stop delivery of career services to job seekers, employers and other interested individuals.
Certificate/licensure:	A document, issued by associations, employers, educational institutions, government, and the like, confirming that one has fulfilled the requirements and is able to perform to a specified level of proficiency within a career field.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competitive analysis:	A tool that allows a business to identify its competitors and evaluate their respective strengths and weaknesses.
Cooperative education:	A structured method of instruction whereby students alternate or coordinate their high school studies with a job in a field related to their academic or career objectives.

Entrepreneurs:	Individuals who engage in the process of organizing, managing, and assuming the risk of a business or enterprise.
Entrepreneurship:	The process of organizing, managing, and assuming the risks of a business or enterprise.
Fair Labor Standards Act:	A federal law that defines overtime and wage requirements (26 U.S.C.A. §§ 201—219).
Fixed/variable expenses:	Fixed expenses are regular in their timing and amount, and include such things as rent, mortgage, car payment, and insurance. Variable expenses are irregular in their timing and amount, and include such things as food, clothing, home and car maintenance, entertainment, and gifts.
Global influences:	Political and cultural changes, which impact the world and its economy.
Gross pay:	The amount earned before deductions, such as taxes, insurance, and retirement/pension plan.
Industrial Resource Centers:	Non-profit corporations, which provide assistance to improve the competitive position of small-to-medium sized manufacturers.
Internship:	A work experience with an employer for a specified period of time to learn about a particular industry or occupation, which may or may not include financial compensation. The workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation.
Job shadowing:	Typically as part of career exploration activities in late middle and early high school, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students explore a range of career objectives and to possibly select a career pathway.
Labor supply:	The number of persons either working or unemployed and actively seeking work.
Marketing:	The process or technique of promoting, selling, and distributing a product or service.

Material Safety Data Sheets:	Federally mandated listings of all hazardous materials that will impact the health and safety of the workers and that are required to be posted in the workplace.
Mediation:	Third-party intervention between conflicting parties to promote reconciliation, settlement, or compromise.
Net pay:	The amount remaining after deductions, such as taxes, insurance, and retirement/pension plan.
Networking:	The act of exchanging information, contacts, and services.
Non-traditional careers:	Fields of work for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work.
O*NET:	Occupational Information Network-- is a free public access online web-based system provided by the US Department of Labor, which includes comprehensive up-to-date occupational information including skills, knowledge, abilities and tasks for more than 950 occupations.
Operating costs:	The funds necessary to operate a business, not including the cost of goods sold. This is also referred to as overhead.
OSHA:	The Occupational Safety and Health Administration--A national agency with representatives in each state who monitor health and safety issues in the workplace.
Professional associations:	Organizations of people having common interests.
Professional degree:	A title conferred on students by a college, university or professional school upon completion of a program of study.
Registered apprenticeship:	A formal program registered with the United States Department of Labor's Bureau of Apprenticeship and Training and with the Pennsylvania Apprenticeship Council. This program must follow strict guidelines as to the types of training and amount of training time an apprentice receives and leads directly into occupations requiring such training for entry.

Resume:	A summary of one's personal qualifications, education/training and employment experience.
Salaries/benefits:	Financial compensation paid regularly for services (See "benefits" for definition).
Sales forecasting:	Predicting the number of services or units likely to be sold over a specified period of time.
School-based career centers:	Specialized areas in schools equipped with resources and materials used to research postsecondary and occupational opportunities.
School-based enterprise:	The production of goods or services as part of a school program.
SCORE:	Service Corps of Retired Executives--A Small Business Administration Federally-sponsored program to assist small-to-medium sized companies.
Self inventories:	Evaluations of an individual's strengths, weaknesses, and interests, as it relates to career planning.
Tech Prep:	The name given to programs that offer at least 4 years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers. The curricula are designed to build student competency in academic subjects, as well as to provide broad technical preparation in a career area.
Technical literacy:	The ability of individuals to use existing and emerging technologies, equipment, language, materials, and manuals to participate intelligently in performing tasks related to everyday life, school or job.
Time management strategies:	Scheduling techniques used to effectively and efficiently direct or control activities.
Traditional careers:	Fields of work for which individuals from one gender comprise more than 25% of the individuals employed in each such occupation or field of work.

Unemployment:	Measurement of the number of people who are not working and who are actively seeking work.
Venture capital:	Public or private funds invested in a potentially profitable business enterprise despite risk of loss.
Vocational rehabilitation centers:	Educational facilities that provide life skills and occupational training services for individuals with special needs.
Wages:	Payments of money for labor or services according to contract and on an hourly, daily, or piecework basis.
Web-based training:	Instruction that is available online.
Work habits:	Acquired behaviors that individuals regularly perform in completing tasks related to chores, school or job.
Working conditions:	The environment in which an individual is employed.

## Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

### ELA/Literacy Shift 1: Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Middle school classrooms are, therefore, places where students access the world- science, social studies, the arts, and literature. At least 50% of what students read is informational.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Build <b>background knowledge</b> to increase reading skill</li> <li>• Exposure to the world through <b>reading</b></li> <li>• Apply <b>strategies</b> to reading informational text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students <b>equal numbers</b> of informational and literary texts</li> <li>• Ensure <b>coherent instruction</b> about content</li> <li>• Teach <b>strategies for informational texts</b></li> <li>• Teach <b>“through” and “with” informational texts</b></li> <li>• <b>Scaffold for the difficulties</b> that informational text present to students</li> <li>• <b>Ask students</b>, “What is connected here? How does this fit together? What details tell you that?”</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Purchase and provide</b> equal amounts of informational and literacy text to students</li> <li>• Hold <b>teachers accountable</b> for building student content knowledge through text</li> <li>• Provide PD and co-planning opportunities for <b>teachers to become more intimate</b> with non fiction texts and the way they <b>spiral</b> together</li> </ul>

### ELA/Literacy Shift 2: Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms- rather than referring to the text, they are expected to learn from what they read.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Become <b>better readers</b> by building background knowledge</li> <li>• Handle <b>primary source</b> documents with confidence</li> <li>• <b>Infer</b>, like a detective, where the <b>evidence</b> is in a text to support an argument or opinion</li> <li>• See the <b>text itself as a source of evidence</b> (what did it say vs. what did it not say?)</li> </ul>	<ul style="list-style-type: none"> <li>• Shift identity: <b>“I teach reading.”</b></li> <li>• Stop <b>referring</b> and summarizing and start reading</li> <li>• <b>Slow down</b> the history and science classroom</li> <li>• Teach <b>different approaches</b> for different types of texts</li> <li>• Treat the text itself as a <b>source of evidence</b></li> <li>• Teach students to <b>write about evidence</b> from the text</li> <li>• Teach students to support their <b>opinion with evidence</b>.</li> <li>• Ask: “How do you know? Why do you think that? <b>Show me in the text</b> where you see evidence for your opinion.”</li> </ul>	<ul style="list-style-type: none"> <li>• Support and demand the role of <b>all teachers</b> in advancing students’ literacy</li> <li>• Provide guidance and support to ensure the shift to informational texts for 6-12</li> <li>• Give teachers <b>permission</b> to slow down and deeply study texts with students</li> </ul>



## Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

### ELA/Literacy Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which the instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and apply appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Read to see what more they can find and learn as they <b>re-read</b> texts again and again</li> <li>• Read material at <b>own level to build joy</b> of reading and pleasure in the world</li> <li>• Be persistent despite challenges when reading; good readers <b>tolerate frustration</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students are engaged in more <b>complex texts</b> at every grade level</li> <li>• Engage students in <b>rigorous conversation</b></li> <li>• Provide experience with complex texts</li> <li>• Give students <b>less to read</b>, let them re-read</li> <li>• Use <b>leveled texts</b> carefully to build independence in struggling readers</li> <li>• <b>More time</b> on more complex texts</li> <li>• Provide <b>scaffolding</b></li> <li>• Engage with <b>texts w/ other adults</b></li> <li>• Get kids <b>inspired and excited</b> about the beauty of language</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that complexity of text <b>builds from grade to grade.</b></li> <li>• Look at <b>current scope and sequence</b> to determine where/how to incorporate greater text complexity</li> <li>• Allow and encourage teachers to build a <b>unit</b> in a way that has students scaffold to more complex texts over time</li> <li>• Allow and encourage teachers the opportunity to share <b>texts with students that may be at frustration level</b></li> </ul>

## Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

### ELA/Literacy Shift 4: Text Based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Go back to text to find evidence to <b>support their argument</b> in a thoughtful, careful, precise way</li> <li>• Develop a <b>fascination with reading</b></li> <li>• Create own <b>judgments and become scholars</b>, rather than witnesses of the text</li> <li>• Conducting reading as a close reading of the text and engaging with the author and what the <b>author is trying to say</b></li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate <b>evidence based conversations</b> with students, dependent on the text</li> <li>• Have discipline about <b>asking students where in the text</b> to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text.</li> <li>• <b>Plan and conduct rich conversations</b> about the stuff that the writer is writing about.</li> <li>• <b>Keep students in the text</b></li> <li>• Identify questions that are text-dependent, <b>worth asking/exploring</b>, deliver richly.</li> <li>• Provide students the <b>opportunity to read</b> the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.</li> <li>• Spend much more time preparing for instruction by <b>reading deeply</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow <b>teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence</b> to write stronger arguments.</li> <li>• <b>Provide planning time</b> for teachers to <b>engage with the text</b> to prepare and identify appropriate text-dependent questions.</li> <li>• <b>Create working groups to establish common understanding for what to expect from student writing</b> at different grade levels for text based answers.</li> <li>• Structure <b>student work protocols</b> for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions.</li> </ul>

## Common Core Shifts in ELA/Literacy: Implications for Students, Teachers, and Administrators

### ELA/Literacy Shift 5: Writing from Sources

Writing needs to emphasize the use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Begin to <b>generate own informational</b> texts</li> </ul>	<ul style="list-style-type: none"> <li>• Expect that students will generate their own informational texts (spending much less time on <b>personal narratives</b>)</li> <li>• Present opportunities to write from <b>multiple sources</b> about a single topic.</li> <li>• Give <b>opportunities to analyze, synthesize</b> ideas across many texts to draw an opinion or conclusion.</li> <li>• Find ways to push towards a style of writing where the <b>voice comes from drawing on powerful, meaningful evidence.</b></li> <li>• Give <b>permission</b> to students to start to have their own reaction and draw their own connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Build teacher capacity and hold teachers accountable to move students towards <b>informational writing</b></li> </ul>

### ELA/Literacy Shift 6: Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

What the Student Does...	What the Teacher Does...	What the Administrator Does...
<ul style="list-style-type: none"> <li>• Spend more time learning words across “webs” and <b>associating words with others</b> instead of learning individual, isolated vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop students’ ability to <b>use and access words</b> that show up in everyday text and that may be slightly out of reach</li> <li>• Be <b>strategic</b> about the kind of vocabulary you’re developing and figure out which words fall into which categories- tier 2 vs. tier 3</li> <li>• Determine the words that students are going to read <b>most frequently</b> and spend time mostly on those words</li> <li>• <b>Teach fewer words</b> but teach the webs of words around it</li> <li>• Shift attention on how to plan vocabulary meaningfully using tiers and <b>transferability</b> strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training to teachers on the shift for <b>teaching vocabulary</b> in a more meaningful, effective manner.</li> </ul>