

ENGLISH PLANNED COURSE – 8TH GRADE ENGLISH PROFICIENT

Unit: **Grammar**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Learning to Read in the Content Area
 1.5.8 Quality of Writing
 1.6.8 Speaking and Listening
 1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
A Sentence Variety Enhanced Chapter 21.3 B Fragments and Run On Sentences Chapter 21.4 C Subject Verb Agreement Chapter 22, 24.1 D Pronoun Antecedent Agreement Chapter 23, 24.2 E Punctuation Chapter 26 F Diagramming pgs 658 — 669 (Workshop) G Capitalization Chapter 27 H Often Confused Words (WriteSource) I Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Appositive • Conventions of language • Dialogue • Possessive • Syntax 	<ul style="list-style-type: none"> • Locate appropriate texts • Identify and use common organizational structures and graphic features to comprehend information • Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing • Demonstrate fluency and comprehension in reading • Self-correct mistakes • Read and understand essential content of informational text in all academic areas • Edit writing using the conventions of language • Spell common, frequently used words correctly • Use capital letters correctly 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> and supplemental Prentice Hall materials • <i>Prentice Hall Writing and Grammar Exercise Workbook</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Prentice Hall Online Essay Scorer • <i>WriteSource</i> • <i>Shostak Vocabulary</i> Level C • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts

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	<ul style="list-style-type: none"> Punctuate correctly (periods,	
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Course Content	Student Performance	Resources	Assessments
	exclamation points, question marks, apostrophes, colons, semicolons, parentheses) <ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) Listen to others Speak using skills appropriate to speech Pronounce words correctly Contribute to discussions Analyze the role and place of standard American English language in speech writing and literature 		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
A Autobiographical Writing Chapter 4 and 6 B Persuasive Writing • Chapter 7 C Comparison & Contrast Writing Chapter 8 D Cause and Effect Chapter 9 E How to Essay Chapter 10 F Response to Literature Chapter 12 G Writing for Assessment Chapter 13 H Autobiographical Movie Creation I Glossary Terms: • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis • Autobiography • Biography	<ul style="list-style-type: none"> • Write a minimum of two-three paragraph essays that will be scored online from the Prentice Hall online essay scorer • Write a minimum of four teacher scored essays and one research piece. The teacher chooses from the following categories: <ul style="list-style-type: none"> • Autobiographical Writing • Persuasive Writing • Comparison and Contrast Writing • Cause and Effect Writing • How to Writing Response to Literature Writing • Writing for Assessment • Edit writing using the conventions of language • Spell common, frequently used words correctly 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook</i> • <i>Four Square Writing Method Grades</i> • <i>Four Square Personal Writing Coach</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Prentice Hall Online Essay Scorer • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts • Multimedia presentation(s)/project(s) • Oral individual/group project(s)/ presentation(s)

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Cause and Effect • Characterization • Climax • Compare • Conclusion • Conflict/Problem • Contrast • Conventions of Language • Content • Descriptive text • Dialogue • Editorials • Evaluate • Explanatory sentence • Expository text • Fluency • Focus • Generalization • Graphic Organizer • Inference 	<ul style="list-style-type: none"> • Use capital letters correctly • Punctuate correctly (periods, exclamation points, question marks, quotation marks, apostrophes, colons, semicolons, parentheses) • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) • Read and understand essential content of informational texts and documents in all academic areas • Use and understand a variety of media and 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Main idea Multiple Meaning Words Narrative Organization Problem/Solution Persuasive Tactics Sentence Fluency Style Syntax Thesis Tone Voice 	<ul style="list-style-type: none"> evaluate the quality of material produced Use, design and develop a media project that expands understanding. Present and/or defend written work for publication when appropriate Produce work in at least one literary genre that follows the conventions of the genre Listen to others; ask probing questions; analyze information, ideas and opinions to determine relevancy; take notes when needed Speak using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to 		

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Course Content	Student Performance	Resources	Assessments
	<p>purpose and audience; adjust pacing to convey meaning</p> <ul style="list-style-type: none"> Contribute to discussions: ask relevant, probing questions; respond with relevant information, ideas, or reasons in support of expressed; listen to and acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; clarify, illustrate or expand on a response when asked; present support for opinions; paraphrase and summarize, when prompted Participate in small and large group discussions and presentations 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Use media for learning purposes: create multimedia presentation for display or transmission• Analyze the role and place of standard American English language in speech writing and literature		

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Course Content	Student Performance	Resources	Assessments
A Research Report Chapter 11 B Citing Sources and Preparing Manuscript pgs. 764 — 768 C Internet Research Handbook pgs. 769 — 771 D Topic Outline E Note Card Format F MLA Style Documentation pgs. 764-768 G Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Author's Purpose • Author's Thesis • Bias • Conclusion • Conventions of Language • Editorials 	<ul style="list-style-type: none"> • Create topic outline and thesis • Summarize and paraphrase main ideas and supporting details • Write a multi-paragraph report • Add MLA style documentation • Cite sources • Identify and use common organizational structures and graphic features to comprehend information • Understand specialized vocabulary in the content areas during reading and use these words accurately in speaking and writing • Read and understand works of literature 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Writing and Grammar Exercise Workbook</i> • <i>WriteSource</i> • <i>Four Square Writing Method</i> • <i>Four Square The Personal Writing Coach</i> • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Supplemental materials provided by teacher as needed • Library technologies / computer on-line sources and other sources • Citationmachine.com • Noodlebib.com 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts • Multimedia presentation(s)/project(s) • Oral individual/group project(s)/ presentation(s) • Peer response groups • Self Evaluation / Self Editing / Self Reflection • Teacher assessments • Rubrics

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Evaluate Expository Text Fluency Focus Generalization Graphic Organizer Headings, Graphics and Charts Inference Informational Texts Main Idea Multiple-meaning Words Paraphrase Plagiarism Primary Source Print Media Research Style Summarize Syntax 	<ul style="list-style-type: none"> Write multi-paragraph informational pieces: include cause and effect, develop a problem and solution when appropriate to the topic, use relevant graphics; use primary cited evidence Write persuasive pieces: include a clearly stated position or opinion, convincing, elaborated, and/or properly cited evidence; develop reader interest Write with a sharp, distinct focus: identify topic, audience, and task; establish a single point of view Write using well-developed content appropriate for the 		<ul style="list-style-type: none"> Peer/Outside Audience Editing Conferencing Preliminary Works Cited Review of rough drafts Review of revised drafts Review of note cards/outlines Final research paper/project

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<ul style="list-style-type: none"> Thesis Tone Validity Voice 	<p>topic: gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant the focus</p> <ul style="list-style-type: none"> Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions, establish topic and purpose in the introduction, reiterate the topic and purpose in the conclusion Write with an understanding of stylistic aspects of 		

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Course Content	Student Performance	Resources	Assessments
	<p>composition: use different types and lengths of sentences, use tone and voice through the use of precise language</p> <ul style="list-style-type: none"> • Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice • Edit writing using the conventions of language • Spell common, frequently used words correctly • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, apostrophes, colons, semicolons, parentheses) 		

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	<ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) • Read and understand essential content of informational texts and documents in all academic areas • Use and understand a variety of media and evaluate the quality of material produced • Use, design and develop a media project that expands understanding 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Produce work in at least one literary genre that follows the conventions of the genre• Listen to others: ask probing questions, analyze information, ideas and opinions to determine relevancy, take notes when needed• Speak using skills appropriate to speech situations: use complete sentences, pronounce words correctly, adjust volume to purpose and audience, adjust pacing to convey meaning• Contribute to discussions: ask relevant, probing questions, respond with relevant information, ideas,		

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	<p>or reasons in support of expressed, listen to and acknowledge the contributions of others, adjust tone and involvement to encourage equitable participation, clarify, illustrate or expand on a response when asked, present support for opinions, paraphrase and summarize, when prompted</p> <ul style="list-style-type: none">• Participate in small and large group discussions and presentations• Use media for learning purposes; create multimedia presentation for display or transmission• Analyze the role and place of standard American		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">English language in speech writing and literature.Select and refine a topic for researchLocate information using appropriate sources and strategiesDetermine valid resources for researching the topic, including primaryEvaluate the importance and quality of the sources. Select essential sourcesUse tables of contents, indices, key words, cross-references and appendicesUse traditional and electronic search termsOrganize, summarize and present the main ideas from research		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">Identify the steps necessary to carry out a research projectTake relevant notes from sourcesDevelop a thesis statement based on research. Give precise, formal credit for others' ideas, images or information using a standard method of documentationUse formatting techniques to create an understandable presentation for a designated audience		

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Unit: **Vocabulary**

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Course Content	Student Performance	Resources	Assessments
A Vocabulary Workshop Shostak Level C B Glossary terms: <ul style="list-style-type: none"> • Affix • Prefix • Suffix • Context clues • Root word • Synonym • Antonym • Target words • Inflectional ending • Multiple meaning words • Phonics 	<ul style="list-style-type: none"> • Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words • Understand the meaning of and apply key vocabulary across the various subject areas • Use precise language and specific detail • Spell all words correctly • Listen to others • Understand that vocabulary units are cumulative 	<ul style="list-style-type: none"> • <i>Shostak Vocabulary Workshop</i> • <i>Write Source</i> 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Shostak tests and quizzes • Shostak and teacher generated worksheets • Student/teacher generated essays

ENGLISH PLANNED COURSE – 8TH GRADE ENGLISH PROFICIENT

Unit: **PSSA Preparation**

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Course Content	Student Performance	Resources	Assessments
<p>A Various sample essays to edit and revise</p> <p>B Multiple Choice questions in editing and revising</p> <p>C Writing to the domains</p> <p>D Writing to the rubrics</p> <p>E Glossary Terms:</p> <ul style="list-style-type: none"> • Content • Conventions of language • Focus • Organization • Sentence Fluency • Style • Tone • Voice 	<ul style="list-style-type: none"> • Write an effective introduction of at least 3 to 5 sentences using the funnel method • Write an effective conclusion of at least 3 sentences using an inverted funnel • Write a body paragraph of at least 6 — 9 sentences. • Attain proficiency in PSSA writing prompts • Identify and use common organizational structures and graphic features to comprehend information • Write multi-paragraph informational pieces: include cause and effect; develop a problem and solution when appropriate to the topic, use relevant graphics • Write persuasive pieces: include a clearly stated position or opinion, include convincing, elaborated, 	<ul style="list-style-type: none"> • <i>PSSA Prep Grade 8 Editing and</i> • <i>Better Test Scores for PSSA Writing</i> • <i>WriteSource</i> • <i>Four Square Writing Method Grades</i> • <i>Four Square The Personal Writing</i> • Supplemental materials provided by teacher as needed 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student/teacher generated essays • Response to PSSA and/or teacher generated prompts

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	and/or properly cited evidence, develop reader interest <ul style="list-style-type: none">• Write with a sharp, distinct focus: identify topic, audience, and task; establish a single point of view• Write using well-developed content appropriate for the topic: gather, determine validity and reliability of and organize information, employ the most effective format for purpose and audience, write paragraphs that have details and information specific to the topic and relevant the focus• Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions,		

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Course Content	Student Performance	Resources	Assessments
	<p>establish topic and purpose in the introduction, reiterate the topic and purpose in the conclusion</p> <ul style="list-style-type: none">• Write with an understanding of stylistic aspects of composition: use different types and lengths of sentences, use tone and voice through the use of precise language• Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice• Edit writing using the conventions of language• Spell common, frequently used words correctly• Use capital letters correctly• Punctuate correctly (periods, exclamation points, question		

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Unit: **PSSA Preparation**

State Curriculum Standard: **1.5.8 Quality of Writing**
 1.6.8 Speaking and Listening
 1.7.8 Characteristics and Functions of the English Language

PSSA Anchor: **See Checklist**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
	<p>marks, quotation marks, apostrophes, colons, semicolons, parentheses)</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) • Listen to others: ask probing questions; analyze information, ideas and opinions to determine relevancy; take notes when needed • Contribute to discussions: ask relevant, probing questions; respond with relevant information, ideas, or reasons in support of expressed; listen to and 		

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Course Content	Student Performance	Resources	Assessments
	acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; clarify, illustrate or expand on a response when asked; present support for opinions; paraphrase and summarize, when prompted <ul style="list-style-type: none">• Participate in small and large group discussions and presentations• Analyze the role and place of standard American English language in speech writing and literature		