

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of English/Language Arts 8

Grade Level: 8

Date of Board Approval: 2021

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Planned Instruction

Title of Planned Instruction: Concepts of English/Language Arts

Subject Area: English/Language Arts Grade: 8

Course Description: This course, designed for students in need of remediation, is a skills-based class, which will allow students to develop the basic skills necessary for success by moving more slowly and including more guided practice than English/Language Arts 8. It will provide the opportunity for in-depth exploration of the writing process, focusing on the writing of Text Dependent Analysis (TDA) essays as well as the basic concepts of paragraph development, organization, and unity as well as transitions, verb tense, and sentence structure. Students will learn basic composition components, pre-writing (brainstorming, outlining, etc.), drafting (focus, content, organization), editing (mechanics and style), and publishing and presentation. Students will write and evaluate their own, peer, and anchor papers for TDA analytical essays and other essays. This course will focus also on developing reading comprehension skills. In addition, the course will focus on the study of grammar, literature, nonfiction, poetry, and vocabulary. All objective and written assessments are based on Pennsylvania Core Standards PSSA Eligible Content and focus on the skills required to achieve proficiency on the Pennsylvania System of School Assessment (PSSA) test.

Time/Credit for the Course: Full Year Course

Curriculum Writing Committee: Arielle Wilkes, Rick Batista

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Curriculum Map

1. Marking Period One:

- **Overview based on 45 days: Students will explore the passage from childhood to adulthood.**
- **Goals: Understanding of:**
 - Analysis
 - Inferences
 - Fact /Opinion
 - Central Ideas
 - Supporting Detail/Text Evidence
 - Persuasive Techniques
 - Argument – trace and evaluate
 - Relationships between Ideas
 - Author’s Purpose
 - Author’s Craft
 - Literary Connections between stories and genres
 - Vocabulary in context from teacher created materials based on selections in the *Collections* textbook.
 - Structure of a Text Dependent Analysis Essay
 - Grammar
 - Parts of Speech
 - Verb Moods
 - Verb Tense
 - Dangling and Misplaced Modifiers

2. Marking Period Two:

- **Overview based on 45 days: Students will explore how people develop their own identity within a new culture.**
- **Goals: Understanding of:**
 - Methods of Characterization
 - Making Inferences about Characters
 - Imagery
 - Figurative Language
 - Analyze Non-Fiction Elements
 - Text Features (as a guide to understanding text)
 - Context Clues
 - Summary
 - Story Elements and Plot Map
 - Dialogue
 - Central Idea and Supporting Details
 - Author’s Purpose
 - Headings/Subheadings
 - Symbolism
 - Inferencing
 - Allusions
 - Literary Connections between Stories and Genre

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- Vocabulary in context from teacher created materials based on selections in the *Collections* textbook.
- Structure of an Analytical Body Paragraph
- Grammar
 - Active and Passive Voice
 - Subject and Object Pronouns
 - Pronoun Antecedent Agreement
 - Verbals

3. Marking Period Three:

- **Overview based on 45 days: Students will explore why the horror genre both terrifies and fascinates readers.**
- **Goals: Understanding of:**
 - Point of View/Author's Viewpoint
 - Voice
 - Style
 - Narrator
 - Internal and External Conflict
 - Plot/Plot Diagram
 - Setting
 - Foreshadowing
 - Theme
 - Literary Connections between Stories and Genres
 - Vocabulary in context from teacher created materials based on selections in the *Collections* textbook.
 - Structure of a Text Dependent Analysis Essay
 - Construction of a Text Dependent Analysis Essay
 - PSSA Skills Review
 - Grammar
 - Active vs. Passive Voice
 - Clauses and Phrases
 - Fragments and Run-ons
 - Punctuation

4. Marking Period Four:

- **Overview based on 45 days: Students will learn about the lasting impact of the Holocaust and its survivors.**
- **Goals: Understanding of:**
 - Key Elements of a Drama
 - Relationships between Structure, Characters, Dialogue, and Events
 - Inferencing
 - Author's Point of View
 - Tone
 - Vocabulary in context from teacher created materials based on selections in the *Collections* textbook.
 - Literary Connections between Stories and Genres

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- Analysis of a Novel: structure, plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.
- Constructed Response Skills (Keystone Writing)
- Elements of a Novel
- Essay Writing
- Grammar- In addition to reviewing MP1, MP2, and MP3
 - Predicate Nominatives and Predicate Adjectives
 - Direct and Indirect Objects

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Big Ideas

- Effective readers use appropriate strategies to construct meaning. (Units 1-4)
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Units 1-4)
- An expanded vocabulary enhances one's ability to express ideas and information. (Units 1-4)
- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (Units 1-4)
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (Units 1-4)
- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating. (Units 1-4)
- Effective speakers prepare and communicate messages to address the audience and purpose. (Units 1-4)

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Curriculum Plan

Unit #1: Collection 4: Approaching Adulthood

Range in Days: 40-45 Days

Standards Addressed:

1.2 Reading Informational Text: CC.1.2.8.A, CC. 1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC1.2.8E, CC.1.2.8.F, CC.1.2.8H, CC.1.2.8I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E08.B-K.1.1.2, E08.B-K1.1.1, E08.B-K1.1.3, E08.B-C.2.1.1, E08.B-C.2.1.2, E08.B-V.4.1.1, E08.B-V.4.1.2, E08.B-C.2.1.3, E08.B-C3.1.1, E08.B-C.3.1.2

1.4 Writing: CC.1.4.8.K, CC.1.4.8.L, CC.1.4.8.R, CC.1.4.8.S, CC.1.4.8.T, CC.1.4.8.U, , CC.1.4.8.X

Argumentative: E08.C.1.1.2, E08.E.1.1.2, E08.C.1.1.3, E08.C.1.1.5, E08.E.1.1.3, E08.E.1.1.6, E08.C.1.1.4, 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, E08.E.1.1.4, E08.E.1.1.5, E08.D.1.1.3, E08.D.1.1.4, E08.D.1.1.8, E08.D.1.1.9, E08.D.1.1.10, E08.D.1.2.1, E08.D.1.2.3, E08.D.1.2.4, E08.D.1.2.5

Responding to Literature: E08.1.1.1, E08.1.1.2, E08.1.1.3, E08.1.1.4, E08.1.1.5, E08.1.1.6

1.5 Speaking and Listening: CC.1.5.8.A, CC.1.5.8.B, CC.1.5.8.C

Overview: In Collection 4, students will explore the passage from childhood to adulthood. Through the texts in Collection 4, students will analyze arguments, supporting evidence, and central ideas and details. Students will produce mini TDA/TEA paragraph writing assignments as well as a teacher-scaffolded text dependent analysis essay.

Goals:

Students will:

- Trace and evaluate arguments.
- Evaluate supporting evidence as relevant or irrelevant.
- Determine central ideas and details while analyzing relationships between ideas.
- Make inferences.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Identify and use prepositions, prepositional phrases, objects of prepositions, conjunctions, punctuating compound sentences, and interjections.
- Write mini TDA/TEA paragraph writing assignments.
- Write a text dependent analysis essay.

Objectives: (with DOK levels)

Students will:

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- Cite textual evidence. (DOK 3)
- Determine central idea; provide a summary. (DOK 1 and 2)
- Analyze how an idea is introduced and elaborated. (DOK 3 and 4)
- Analyze structure. (DOK 2 and 4)
- Determine an author's point of view and how it is conveyed. (DOK 2 and 3)
- Compare and contrasts texts. (DOK 3)
- Delineate a speaker's argument and specific claims. (DOK 2 and 3)
- Present claims and findings. (DOK 4)
- Make inferences. (DOK 2)
- Analyze text connections. (DOK 3 and 4)
- Integrate and evaluate multiple sources of information. (DOK 3 and 4)
- Analyze conflicting information on the same topic. (DOK 2, 3, and 4)
- Determine figurative meanings. (DOK 2)
- Compare and contrast the structure of two texts. (DOK 3)
- Analyze how a text makes connections. (DOK 3 and 4)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Choose language that expresses ideas precisely and concisely. (DOK 4)
- Write analyses and mini TDA /TEA paragraph writing assignments. (DOK 4)
- Write arguments. (DOK 4)
- Study grammatical concepts: parts of speech, verb moods, verb tense, dangling and misplaced modifiers. (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. Skills Focus – Skills focus will be determined by student need. Utilizing data from various sources, including the PSSA and benchmarks, teachers will determine individual areas of weakness as well as overall class needs. Once these needs are determined, teachers will develop a targeted plan for remediation and/or enrichment with measurable goals.
 - a. Standards will vary based on skills being taught as well as CDT and PSSA data.
 - b. Study Island – independent and guided practice (studyisland.com)
 - c. PDE SAS- independent and guided practice (pdesas.org)
 - d. Worksheets and extensive practice opportunities
 - e. Correction of errors in own writing during the editing process – TBD by CDT and skills being taught
 - f. Skills practice, skills application, and major assessment will be based on standards taught.
2. Performance Assessment Book – “Why Learn Another Language?” by Samantha Roberts and “Why Waste Time on a Foreign Language?” by Jay Matthews
 - a. Close read, annotate, and identify elements of an Argumentative Essay.
3. Article Analysis: Anchor Text – “When Do Kids Become Adults?” from “Room for Debate” in the *New York Times*.
 - a. Students will model text annotation/T2T.
 - b. Students will complete guided reading questions while reading as a basis for discussion and assessment. “

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- i. "What The Brain Says About Maturity"
 - ii. "Better Training for New Drivers"
4. Article Analysis: SAS Website- "Editorial-Teens Going to Extremes with Texting"
 - a. Students will demonstrate their understanding of text annotation/talking to the text (T2T). Students will talk to the text for everything we read.
 - b. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - c. Identify key elements of the elements of an argument necessary for accurate summarization and story comprehension.
 - d. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
 - e. Students will continue to explore the art of text dependent analysis writing and will construct a TDA. (Note: The students will be responsible for constructing the body paragraphs on their own, but teachers will still assist them through conferences and writing workshops in order to help improve their writing skills. The teachers will guide the class through writing an introduction and a conclusion for the TDA in order to introduce those parts of the essay.)
5. Paired Texts: "What Juul Tried to Hide" and "How Big Tobacco Fooled America"
 - a. Students will demonstrate their understanding of text annotation/talking to the text (T2T).
 - b. Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - i. Step 1 – Students will model text annotation/T2T to review text annotating skills.
 - ii. Step 2 – Students will explore the analyzing the text questions at the end of the stories as a basis for discussion and assessment.
 - c. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
 - d. Support assumptions with textual evidence.
 - e. Students will practice the art of text dependent analysis writing and will construct a common TDA (in part or as a whole).
 - i. Mini common TDA writing – break down, discuss, model, critique, practice, etc.
 - f. Make predictions based on the text details.
 - g. Make inferences that are not directly stated in a piece of writing.
 - h. Presentation of Literary Terms – Examination of literary and textual elements as they relate to nonfiction (argument; claim; facts and opinions; evidence; denotation and connotation; counterarguments; central ideas and details; conclusions, reasoning).

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6. Grammar Review – Through direct instruction, guided practice, and practical application, students will review:
 - a. Parts of speech
 - b. Verb moods
 - c. Verb tense
 - d. Misplaced and dangling modifiers
 - i. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year. These skills will be revisited through ATB questions and practice.
7. Vocabulary
 - a. Synthesize academic and content vocabulary activities.
 - b. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
 - i. “When Do Kids Become Adults?” Vocabulary Quiz
 - ii. “Teens Are Going to Extremes” Vocabulary Quiz
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - d. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
8. Writing
 - a. Students will be exposed to analytical writing through a step-by-step process including modeling, evidence gathering, analysis, etc. There will be mini TDA /TEA paragraph assignments focused on analysis on stories they read.
 - b. Text Dependent Analysis (TDA)
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - ii. In marking period one, focus will be on the body paragraphs, but the structure of an introduction and a conclusion will be taught and practiced using whole group instruction.
 - iii. Miniature TDAs will be created throughout the marking period as stand-alone assessments and part of larger assessments.

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan. These benchmarks may include CDT and TDA writing; however, benchmarks may come in other forms as well.
- Grade 7 PSSA Results

Formative:

- Common Assessment: “What Juul Tried to Hide” and “How Big Tobacco Fooled America” Selection Test
- Common Assessment: Skills/Cold Read Test Part One
- Common Assessment: Grammar Quizzes
 - Parts of Speech Part One
 - Parts of Speech Part Two
 - Verb Tense Consistency

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- Verb Moods
- Dangling/Misplaced Modifiers
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes
 - "When Do Kids Become Adults?"
 - "Teens are going to extremes with texting"
- Common Assessment: mini TDA /TEA paragraph writing assignments for works covered in this marking period (both independent and as part of quizzes and tests):
 - "Better Training for New Drivers"
 - "What the Brain Says About Maturity"
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Grammar Test Part One
- Common Assessment: Grammar Test Part Two
- Common Assessment: Skills/Cold Read Test Part Two
- Common Assessment: "Editorial – Teens Are Going to Extremes with Texting" Full TDA

Extensions:

- History Article: "Much Too Young to Work So Hard"
 - Students will model text annotation/T2T.
 - Students will complete close reading questions while reading as a basis for discussion and assessment.
 - Mini TDA /TEA paragraph assignments focused on analysis of the story.
- Projects based on skills and stories studied throughout the marking period.
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
 - Common Assessment: Practice PSSA Activities (Study Island)

Correctives:

- Study Island (additional activities)
- PDE SAS (additional activities)
- Additional worksheets and examples
- Additional practice with T2T using more accessible pieces of fiction and less challenging poems to build skills
- Additional critical reading – practice packets
- Writing revision
- Retake of assessments

Materials and Resources:

- Internet
- Collections Textbook, HMH FYI Online Portal

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- Study Island
- PDE SAS assignments
- CDT and PSSA Results
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

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Curriculum Plan

Unit #2: Collection 1: Culture and Belonging

Time Range in Days: 40-45 Days

Standards Addressed:

1.2 Reading Informational Text: CC.1.2.8.A, CC. 1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E, CC.1.2.8. F, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E08.B-K.1.1.2, E08.B-K1.1.1, E08.B-K1.1.3, E08.B-C.2.1.1, E08.B-C.2.1.2, E08.B-V.4.1.1, E08.B-V.4.1.2, E08.B-C.2.1.3, E08.B-C3.1.1, E08.B-C.3.1.2, E08.B-V4.1.1, E08.B-V.4.1.2

1.3 Reading Literature: CC.1.3.8.A, CC.1.3.8.B. CC.1.3.8.C, CC1.3.8D, CC.1.3.8.E, CC.1.3.8.F, CC.1.3.8.H, CC.1.3.8.I, CC.1.3.8.J, CC.1.3.8.K

Eligible Content: E08.A-K.1.1.2, E08.A-K.1.1.1, E08.A-K.1.1.3, E08A-C.2.1.1, E08A-C.2.1.2, E08.A-C.2.1.3, E08.A-V.4.1.1, E08.A-V.4.1.2, E08.A-C.3.1.1

1.4 Writing: 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.F, CC.1.4.8.L, , CC.1.4.8.Q, CC.1.4.8.R, CC.1.4.8.S, CC.1.4.8.T, CC.1.4.8.U, CC.1.4.8.X

Expository: E08.C.1.2.1, E08.E.1.1.1, E08.C.1.2.2, E08.E.1.1.2, E08.C.1.2.3, E08.C.1.2.6, E08.E.1.1.3, E08.E.1.1.6, E08.C.1.2.4, E08.C.1.2.5, 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, E08.E.1.1.5, E08.D.1.1.1, E08.D.1.1.4, E08.D.1.1.6, E08.D.1.1.7, E08.D.1.1.8, E08.D.1.1.9, E08.D.1.1.10, E08.D.1.1.11, E08.D.1.2.1, E08.D.1.2.3, E08.D.1.2.5

Responding to Literature: E08.1.1.2, E08.1.1.3, E08.1.1.4, E08.1.1.5, E08.1.1.6

1.5 Speaking and Listening: CC.1.5.8.A, CC.1.5.8.C

Overview: In Collection 1, students will explore how people develop their own identity within a new culture. Students will read texts in order to analyze elements of plot, characterization, imagery, allusions, author's purpose, central ideas, and supporting details. Students will write mini TDA /TEA paragraphs and a full TDA.

Goals:

Students will:

- Recognize and analyze the elements of a story's plot.
- Recognize and analyze the author's methods of characterization.
- Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details.
- Use imagery and allusion to make inferences about the deeper meaning.
- Gain strategies in order to determine key vocabulary words.
- Write mini TDA /TEA paragraph writing assignments.
- Write a complete text-dependent analysis essay.

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Objectives: (with DOK levels)

Students will:

- Cite textual evidence to support analysis and inferences. (DOK 3)
- Analyze how dialogue or incidents in a story propel the action. (DOK 1, 3, and 4)
- Analyze the impact of specific word choices on meaning and tone. (1, 3, and 4)
- Produce clear and coherent writing. (DOK 4)
- Apply grade eight ELA PA Core Standards. (DOK 4)
- Write routinely over extended and shorter time frames. (DOK 4)
- Use context as a clue to meaning of a word or phrase. (DOK 1)
- Verify word meanings in a dictionary. (DOK 2)
- Determine a central idea and analyze its development, including its relationship to supporting details. (DOK 1, 2, 3, and 4)
- Analyze how a text makes connections among ideas or events. (DOK 4)
- Determine the meaning of words and phrases. (DOK 1)
- Analyze structure. (DOK 4)
- Determine an author's point of view or purpose. (DOK 3)
- Come to discussions prepared, having read or researched material under study. (DOK 3)
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (DOK 4)
- Draw evidence from literary texts to support analysis. (DOK 3)
- Write analyses and mini TDA /TEA paragraph writing assignments. (DOK 4)
- Write a complete TDA. (DOK 4)
- Study grammatical concepts: all marking period one concepts, verbals (gerunds, participles, and infinitives), subject/verb agreement, subject and object pronouns, and pronoun/antecedent agreement. (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. Skills Focus – Skills focus will be determined by student need. Utilizing data from various sources, including the PSSA and benchmarks, teachers will determine individual areas of weakness as well as overall class needs. Once these needs are determined, teachers will develop a targeted plan for remediation and/or enrichment with measurable goals.
 - a. Standards will vary based on skills being taught as well as CDT and PSSA data.
 - b. Study Island – independent and guided practice (studyisland.com)
 - c. PDE SAS- independent and guided practice (pdesas.org)
 - d. Worksheets and extensive practice opportunities
 - e. Correction of errors in own writing during the editing process– TBD by CDT and skills being taught
 - f. Skills practice, skills application, and major assessment will be based on standards taught.
2. Close Reader – “Golden Glass” by Alma Luz Villanueva
 - a. Students will continue to utilize and explore the reading strategy of text annotation/talking to the text (T2T).
 - i. Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues

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- and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - c. Support assumptions with textual evidence.
 - d. Students will practice the art of text dependent analysis writing.
 - e. Close read and annotate a short story.
 - f. Construct Mini-TDA/TEA Paragraphs for the short response question.
3. Poetry Analysis: “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora
- a. Students will learn to identify poetic elements and literary terminology, making connections to author’s purpose and effect. This will go on throughout the year.
 - b. Annotate poetry.
 - c. Focus on - theme; inferencing; speaker; figurative language: simile/metaphor, extended metaphor; imagery; elegy; allusion; tone, etc.
 - d. Students will explore the analyzing the text questions at the end of stories as a basis for discussion and assessment.
 - e. Students will write a common mini TDA /TEA paragraph based on the poetry from this marking period.
4. Nonfiction Essay Analysis: Close Reader Text -- “What to Bring” by Naisha Jackson (Informative Essay)
- a. Students will continue to utilize and explore the reading strategy of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - c. Support assumptions with textual evidence.
 - d. Students will practice the art of text dependent analysis writing and will construct a common TDA (in part or as a whole).
 - e. Make predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing.
5. Grammar Review -- Through direct instruction, guided practice, and practical application, students will study:
- a. Verbals (gerunds, participles, infinitives)
 - b. Subject Verb Agreement
 - c. Subject and Object Pronouns
 - d. Pronoun Antecedent Agreement
 - i. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year. These skills will be revisited

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through ATB questions and practice.

6. Vocabulary
 - a. Synthesize academic and content vocabulary activities.
 - b. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
 - i. "Golden Glass" Vocabulary Quiz
 - ii. "What to Bring" Vocabulary Quiz
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - d. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. Writing
 - a. Students will be exposed to analytical writing through a step by step process including modelling, evidence gathering, analysis, etc. These will be mini TDA /TEA paragraph assignments focused on analysis of two of the stories they read:
 - i. "Golden Glass"
 - ii. "Hanging Fire"/" Teenagers"
 - b. Text Dependent Analysis (TDA)
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - ii. Miniature TDAs will be created throughout the marking period as stand-alone assessments and part of this larger assessments.

Assessments:

Diagnostic:

- Assessment of previous knowledge of terminology and skills through discussion and checks

Formative:

- Benchmarks will be administered according to district and department plan. These benchmarks may include TDA writing and CDT testing.
- Common Assessment: "Hanging Fire/Teenagers" Selection Test
- Common Assessment: "Good Enough" Selection Test
- Common Assessment: Grammar Quizzes
 - Verbals (gerunds, participles, infinitives)
 - Subject Verb Agreement
 - Subject and Object Pronouns
 - Pronoun Antecedent Agreement
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Two Vocabulary Quizzes
 - "Golden Glass"
 - "What to Bring"
- Common Assessment: Mini TDA /TEA paragraph writing assignments for works covered in this marking period
 - "Golden Glass" Mini-TDA
 - "What to Bring" Mini-TDA

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- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Grammar Test Part One
- Common Assessment: Grammar Test Part Two
- Common Assessment: Skills/Cold Read Test
- Common Assessment: "Good Enough" Writing Prompt (Full TDA)

Extensions:

- Projects based on skills and stories studied throughout the marking period.
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
 - Common Assessment: Practice PSSA Activities (Study Island)

Correctives:

- Study Island (additional activities)
- Additional worksheets and examples
- Additional practice with T2T using more accessible pieces of fiction and less challenging stories to build skills
- Additional critical reading – practice packets
- Writing revision
- Retake of assessments

Materials and Resources:

- Internet
- Collections Textbook, HMH FYI Online Portal
- Study Island
- PDE SAS assignments
- CDT and PSSA data
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

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Curriculum Plan

Unit #3: Collection 2: The Thrill of Horror Time

Range in Days: 40-45 Days

Standards Addressed:

1.2 Reading Informational Text: CC.1.2.8.A, CC. 1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.G, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L

Eligible Content: E08.B-k.1.1, E08.B-K.1.1.2, E08.B-K1.1.1, E08.B-K1.1.3, E08.B-C.2.1.1, E08.B-V.4.1.1, E08.B-V.4.1.2, E08.B-C.2.1.3

1.3 Reading Literature: 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.1.3.8K

Eligible Content: E08.A-K.1.1.2, E08.A-K.1.1.1, E08.A-K.1.1.3, E08.A-C.2.1.1, E08.A-C.2.1.3, E08.A- V.4.1.1, E08.A-V.4.1.2

1.4 Writing: CC.1.4.8.G, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.J, CC.1.4.8.K, CC.1.4.8.L, CC.1.4.8.M, CC.1.4.8.N, CC.1.4.8.O, CC.1.4.8P, CC.1.4.8.Q, CC.1.4.8.R, CC.1.4.8.S, CC.1.4.8.T, CC.1.4.8.U, CC.1.4.8.V, CC.1.4.8.W, CC.1.4.8.X

Eligible Content: Argumentative: E08.C.1.1.1, E08.E.1.1.1, E08.C.1.1.2, E08.E.1.1.2, E08.C.1.1.3, E08.C.1.1.5, E08.E.1.1.3, E08.E.1.1.6, E08.C.1.1.4, 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, E08.E.1.1.4, E08.E.1.1.5, E08.D.1.1.2, E08.D.1.1.4, E08.D.1.1.5, E08.D.1.1.6, E08.D.1.1.7, E08.D.1.1.8, E08.D.1.1.9, E08.D.1.1.11, 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

Responding to Literature: E08.1.1.1, E08.1.1.2, E08.1.1.3, E08.1.1.4, E08.1.1.5, E08.1.1.6

1.5 Speaking and Listening: CC.1.5.8.A, CC.1.5.8.B, CC.1.5.8.C, CC.1.5.8.D, CC.1.5.8.E, CC.1.5.8.F, CC.1.5.8.G

Overview: In Collection 2, students will examine why the horror genre both terrifies and fascinates readers. Students will examine the horror genre in order to analyze point of view, types of narrators, suspense, foreshadowing and theme. Students will read, analyze, and write mini TDAs /TEA paragraphs as well as a literary analysis (TDA).

Goals:

Students will:

- Determine the point of view from which the story is told.
- Identify and apply literary elements including plot, setting, conflict, characterization, etc.
- Evaluate the credibility of a narrator.
- Identify techniques, including foreshadowing, used to create suspense in a fictional account.
- Gain strategies in order to determine key vocabulary words.
- Write mini TDA /TEA paragraph writing assignments.
- Write a text dependent analysis essay.

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- Will be able to analyze literary criticism to gain insight into the literature.
- Provide an objective summary of the text.
- Analyze how a text makes connections.
- Determine author's purpose.

Objectives: (with DOK levels) Students will:

- Cite textual evidence to support analysis and inferences. (DOK 3)
- Analyze incidents in a story. (DOK 4)
- Determine the meaning of words and phrases. (DOK 1)
- Analyze how differences in points of view create suspense. (DOK 4)
- Come to discussions prepared. (DOK 3)
- Present claims and findings. (DOK 4)
- Adapt speech to a variety of contexts and tasks. (DOK 4)
- Write text dependent analysis essays. (DOK 4)
- Produce clear and coherent writing. (DOK 4)
- Apply grade eight ELA PA Core Standards. (DOK 4)
- Write routinely over extended and shorter time frames. (DOK 4)
- Use punctuation to indicate a pause or break. (DOK 1)
- Consult reference materials, both print and digital. (DOK 3)
- Determine a theme of a text. (DOK 1 and 2)
- Analyze how plot, setting, characterization, dialogue and/or incidents in a story propel the action. (DOK 1, 3, and 4)
- Analyze how a modern work draws on themes from traditional stories. (DOK 4)
- Use context as a clue to meaning. (DOK 1)
- Verify preliminary determination of the meaning of a word or phrase. (DOK 3)
- Provide an objective summary of the text. (DOK 2)
- Determine author's purpose. (DOK 1)
- Write analyses and mini TDA /TEA paragraph writing assignments. (DOK 4)
- Study grammatical concepts: all marking period one and two concepts, active and passive voice, clauses and phrases, fragments and run-ons, and punctuation. (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. Skills Focus – Skills focus will be determined by student need. Utilizing data from various sources, including the PSSA and benchmarks, teachers will determine individual areas of weakness as well as overall class needs. Once these needs are determined, teachers will develop a targeted plan for remediation and/or enrichment with measurable goals.
 - a. Standards will vary based on skills being taught as well as CDT and PSSA data.
 - b. Study Island – independent and guided practice (studyisland.com)
 - c. PDE SAS- independent and guided practice (pdesas.org)
 - d. Worksheets and extensive practice opportunities
 - e. Correction of errors in own writing during the editing process– TBD by CDT and skills being taught
 - f. Skills practice, skills application, and major assessment will be based on standards taught.
2. Poem Analysis: Close Reader Text - "Frankenstein" by Edward Field

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- a. Students will use the art of text dependent analysis writing and will construct a common TDA for benchmarking purposes. This Benchmark TDA will be administered according to district and department plan.
 - i. This common TDA will be utilized for benchmarking and teaching purposes. Students will produce this TDA without teacher assistance and teachers will use the data from this TDA to determine student strengths and weaknesses and develop a plan. Once the initial TDA is written, teachers will use it as a teaching tool.
 - b. Students will learn to identify poetic elements and literary terminology, making connections to author's purpose and effect. This will go on throughout the year.
 - c. Annotate poetry.
 - d. Focus on - theme; characterization; narrative poetry; inferencing.
3. Nonfiction - Literary Criticism Analysis: Anchor Text -- "What is the Horror Genre?" by Sharon A. Russell
- a. Students will continue to explore the reading strategy of text annotation/talking to the text (T2T). Through T2T / text annotation, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - b. Discuss the way in which the author uses certain textual elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
 - c. Support assumptions with textual evidence.
 - d. Make predictions based on the text details.
 - e. Make inferences that are not directly stated in a piece of writing.
 - f. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (summarizing, author's purpose, point of view: first, third limited, third omniscient; theme; diction).
4. Short Story Analysis: Anchor Text -- "The Tell-Tale Heart" by Edgar Allan Poe and "The Monkey's Paw" by W.W. Jacobs
- a. Students will be taught the reading strategy of text annotation/talking to the text (T2T)
 - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - ii. Model text annotation/T2T with "The Tell-Tale Heart" to teach text annotating skills.
 - b. Students will explore the analyzing the text questions at the end of the stories as a basis for discussion and assessment.
 - c. Identify key elements of the plot necessary for accurate summarization and story comprehension.
 - d. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).

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- e. Support assumptions with textual evidence.
 - f. Make predictions based on the text details.
 - g. Make inferences that are not directly stated in a piece of writing
5. Grammar Review – Through direct instruction, guided practice, and practical application, students will study:
- a. Active vs. Passive Voice
 - b. Clauses and Phrases
 - c. Fragments and Run-ons
 - d. Punctuation
 - i. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout the year. These skills will be revisited through ATB questions and practice.
6. Vocabulary
- a. Synthesize academic and content vocabulary activities.
 - b. Direct instruction and practice from common teacher created materials based on the following selections in the *Collections* textbook:
 - i. "What Is the Horror Genre?" Vocabulary Quiz
 - ii. "The Tell-Tale Heart" Vocabulary Quiz
 - iii. "The Monkey's Paw" Vocabulary Quiz
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - d. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
7. Writing
- a. Students will be exposed to analytical writing through a step-by-step process including modeling, evidence gathering, analysis, etc. This will be mini TDA /TEA paragraph assignment focused on analysis of the two of the stories they read:
 - i. "The Tell-Tale Heart"
 - ii. "The Monkey's Paw"
 - b. Text Dependent Analysis (TDA) -- "Frankenstein"
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - ii. Miniature TDAs will be created throughout the marking period as stand-alone assessments and part of this larger assessments.
8. PSSA Preparation and Review (allot 1-2 weeks for PSSA Review)
- a. Study Island Activities - individual and group practice
 - b. PSSA Review Activities - to be determined by data from classroom assessments and district benchmarks
 - c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

Assessments:

Diagnostic:

- Assessment of previous knowledge of terminology and skills through discussion and checks

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Formative:

- Benchmarks will be administered according to district and department plan. These benchmarks may include TDA writing and CDT testing.
- Common Assessment: “What is the Horror Genre?” Selection Test
- Common Assessment: “The Tell-Tale Heart” Selection Test
- Common Assessment: “The Monkey’s Paw” Selection Test
- Common Assessment: “The Monkey’s Paw” Mini TDA /TEA paragraph
- Common Assessment: Grammar Quizzes
 - Active vs. Passive Voice
 - Clauses and Phrases
 - Fragments and Run-ons
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: Three Vocabulary Quizzes
 - “What is the Horror Genre?”
 - “The Tell-Tale Heart”
 - “The Monkey’s Paw”
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Marking Period 3 Grammar Test Part One
- Common Assessment: Marking Period 3 Grammar Test Part Two
- Common Assessment: Skills Test/Cold Read Test
- Common Assessment: Full TDA “Frankenstein”

Extensions:

- Projects based on skills and stories studied throughout the marking period.
- *Toy Story of Terror* Video and Activity
- PSSA Review Assessments – including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
 - Common Assessment: Practice PSSA Activities (Study Island)

Correctives:

- Study Island (additional activities)
- Additional worksheets and examples
- Additional practice with T2T using more accessible pieces of fiction and less challenging stories to build skills
- Additional critical reading – practice packets
- Writing revision
- Retake of assessments

Materials and Resources:

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- Internet
- Collections Textbook, HMH FYI Online Portal
- Study Island
- PDE SAS assignments
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

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Curriculum Plan

Unit 4: Collection #5 Holocaust/Anne Frank's Legacy

Time Range in Days: 40-45 Days

Standards Addressed:

1.3 Reading Literature: 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.I, CC.1.3.8.J, CC.1.3.8.K

Eligible Content: E08.A-K.1.1.2, E08.A-K.1.1.1, E08.A-K.1.1.3, E08A-C.2.1.1, E08A-C.2.1.2, E08.A-C.2.1.3, E08.A-V.4.1.1, E08.A-V.4.1.2, E08.A-V.4.1.1, E08.A-V.4.1.1, E08.A-V.4.1.2

1.4 Writing: 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.F, CC.1.4.8.G, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.J, CC.1.4.8.K, CC.1.4.8.L, CC.1.4.8.R, CC.1.4.8.S, CC.1.4.8.T, CC.1.4.8.U, CC.1.4.8.V, CC.1.4.8.W, CC.1.4.8.X

Expository: E08.C.1.2.1, E08.E.1.1.1, E08.C.1.2.2, E08.E.1.1.2, E08.C.1.2.3, E08.C.1.2.6, E08.E.1.1.3, E08.E.1.1.6, E08.C.1.2.4, E08.C.1.2.5, 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, E08.E.1.1.14, E08.E.1.1.5, 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, E08.D.1.1.8, E08.D.1.1.9, E08.D.1.1.10, E08.D.1.1.11, 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

Responding to Literature: E08.1.1.1, E08.1.1.2, E08.1.1.3, E08.1.1.4, E08.1.1.5, E08.1.1.6

1.5 Speaking and Listening: CC.1.5.8.A, CC.1.5.8.B, CC.1.5.8.C, CC.1.5.8.D, CC.1.5.8.E, CC.1.5.8.F, CC.1.5.8.G

Overview: In Collection Five, students will learn about the lasting impact of a young girl and her diary. Students will study allegory, elements of a drama, character motivation inferences, and symbolism. Students will read and analyze a variety of genres as well as produce a constructed response and an expository essay.

Goals:

Students will:

- Define an allegory and analyze how a story symbolizes something greater than itself.
- Analyze the key elements of a drama.
- Analyze a character and his/her motivation.
- Make and support inferences about a text.
- Produce clear and coherent writing.
- Develop and strengthen writing.
- Be exposed to constructed response writing and produce a constructed response.
- Write an expository essay.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Recognize and analyze the elements of a story's plot.

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- Recognize and analyze the author’s methods of characterization.

Objectives: (with DOK levels):

Students will:

- Cite textual evidence that supports inferences. (DOK 3)
- Analyze how dialogue or incidents propel the action, reveal aspects of a character, or provoke a decision. (DOK 1, 3, and 4)
- Analyze how differences in point of view create suspense. (DOK 1 and 4)
- Analyze how characters and events in story can symbolize something else. (DOK 1, 3, and 4)
- Determine a central idea. (DOK 2)
- Analyze how a text makes connections. (DOK 3 and 4)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context as a clue to the meaning of a word or phrase. (DOK 2)
- Write a constructed response. (DOK 4)
- Study grammatical concepts: all marking period one, two, and three concepts, predicate nominatives and predicate adjectives, and direct and indirect objects. (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. Skills Focus – Skills focus will be determined by student need. Utilizing data from various sources, including the PSSA and benchmarks, teachers will determine individual areas of weakness as well as overall class needs. Once these needs are determined, teachers will develop a targeted plan for remediation and/or enrichment with measurable goals.
 - a. Standards will vary based on skills being taught as well as CDT data.
 - b. Study Island – independent and guided practice (studyisland.com)
 - c. PDE SAS- independent and guided practice (pdesas.org)
 - d. Worksheets and extensive practice opportunities
 - e. Correction of errors in own writing during the editing process– TBD by CDT and skills being taught.
 - f. Skills practice, skills application, and major assessment will be based on standards taught.
2. Short Story Analysis: “Terrible Things” by Eve Bunting
 - a. Students will be taught the reading strategy of text annotation/talking to the text (T2T).
 - b. Identify key elements of the plot necessary for accurate summarization and story comprehension.
 - c. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - d. Support assumptions with textual evidence.
 - e. Make inferences that are not directly stated in a piece of writing.
3. Drama Analysis: Close Reader -- *The Diary of Anne Frank* by Frances Goodrich and Albert Hackett (Scene 1 and 2)
 - a. Students will be taught the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for everything we read.

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- b. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
 - c. Support assumptions with textual evidence.
 - d. Make inferences that are not directly stated in a piece of writing.
 - e. Presentation of Literary Terms and - Examination of literary elements as they relate to drama (drama, script, cast of characters, character traits, stage directions, setting, act and scenes, dialogue, symbolism, connotation and denotation, hyperbole, idiom, chronological order, metaphor and simile, tone).
4. Independent novel reading and collaborative novel analysis: *I Have Lived a Thousand Years* by Livia Bitton-Jackson
 - a. Levels of Questioning - Direct instruction and modeling
 - b. Through reading and discussion of the novel, students will review the following literary terms: plot - exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; characterization; character’s motivation, point of view - first, third limited, third omniscient; theme; diction.
 - c. Administer the assessment for the novel, which will include multiple choice questions and a writing component.
5. Writing
 - a. Students will be exposed to analytical writing through a step-by-step process including modeling, evidence gathering, analysis, etc. This will be mini TDA /TEA paragraph assignment focused on analysis of the three of the stories they read:
 - i. *I Have Lived a Thousand Years*
 - ii. “Terrible Things”
 - iii. *The Diary of Anne Frank*
6. Vocabulary
 - a. Synthesize academic and content vocabulary activities.
 - b. Direct instruction and practice, analysis of roots and affixes, prefixes, and suffixes
 - c. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content.
 - d. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
 - e. *The Diary of Anne Frank* Vocabulary Quiz
7. Grammar Review -- Through direct instruction, guided practice, and practical application, students will study:
 - a. Predicate nominatives and predicate adjectives
 - b. Direct and indirect objects

Assessments:

Diagnostic:

- Assessment of previous knowledge of terminology and skills through discussion and checks

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Formative:

- Benchmarks will be administered according to district and department plan. These benchmarks may include TDA writing and CDT testing.
- Common Assessment: "Terrible Things" Mini TDA /TEA paragraph
- Common Assessment: Children's Allegory Storybook Project
- Common Assessment: "The Diary of Anne Frank" Mini TDA /TEA paragraph
- Common Assessment: *I Have Lived a Thousand Years* Novel Assignments (3)
- Common Assessment: Grammar Quizzes
 - Direct and Indirect Objects
 - Predicate Nouns and Adjectives
- Common Assessment: Vocabulary Activities - teacher created vocabulary materials based on selections in the *Collections* textbook.
- Common Assessment: One Vocabulary Quiz
 - *The Diary of Anne Frank*
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: *I Have Lived a Thousand Years* Novel Test
- Common Assessment: *I Have Lived a Thousand Years* Mini TDA/TEA paragraph
- Common Assessment: MP4 Grammar Test
- Common Assessment: Final Exam

Extensions:

- "After Auschwitz"- Elie Wiesel Speech Analysis
 - Students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- PSSA Review Assessments - including, but not limited to
 - Common Assessment: PSSA Vocabulary Assessment(s)
 - Common Assessment: Practice PSSA Activities (Study Island)
 - Additional Differentiated PSSA Practice to address individual needs
 - Common Assessment: Practice PSSA Activities (Study Island)
- Holocaust Critical Vocabulary
- Holocaust WebQuest research activity
- Projects based on skills and stories studied throughout the marking period.
- Videos
 - *Boy in the Striped Pajamas*
 - *Life is Beautiful*
 - Oprah's interview with Elie Wiesel

Correctives:

- Study Island (additional activities)
- Additional worksheets and examples

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- Additional practice with T2T using more accessible pieces of fiction and less challenging stories to build skills
- Additional critical reading – practice packets
- Writing revision
- Retake of assessments

Materials and Resources:

- Internet
- Collections Textbook, HMH FYI Online Portal
- Study Island
- PDE SAS assignments
- CDT
- Constructed Response Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News
- Keystone Adapted Scoring Rubrics
- *I Have Lived a Thousand Years* by Livia Bitton-Jackson
- *Boy in the Striped Pajamas*
- *Life is Beautiful*
- Oprah's interview with Elie Wiesel

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Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Collections Grade 8

Textbook ISBN #: 978-0-544-56951-5

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2017

Curriculum Textbook is utilized in On-Level English Language Arts Grade 8

Name of Textbook: Collections Close Reader Grade 8

Textbook ISBN #: 978-0-544-08906-8

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt Publishing Company, 2017

Curriculum Textbook is utilized in On-Level English Language Arts Grade 8

Name of Textbook: *I Have Lived a Thousand Years* by Livia Bitton-Jackson

Textbook ISBN #: 9780689823954

Textbook Publisher & Year of Publication: Simon & Schuster Children's Publishing, 2009

Curriculum Textbook is utilized in On-Level English Language Arts Grade 8, and Concepts of English/Language Arts Grade 8.