

DELAWARE VALLEY SCHOOL DISTRICT

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PLANNED INSTRUCTION

A PLANNED COURSE FOR:

English Language Arts 8

Grade Level: 8

Date of Board Approval: 2019

Planned Instruction

Title of Planned Instruction: On-Level English/Language Arts

Subject Area: English/Language Arts Grade: 8

Course Description: This course is designed to prepare students for the rigor of high school classes by challenging them to develop critical thinking and problem-solving skills in all areas of English/Language Arts. Students will use specific reading strategies to analyze and critique print and non-print texts selected equally from fiction and nonfiction sources. They will learn to defend a thesis in text dependent analysis essays. Academic and content vocabulary acquisition and use are integrated throughout the curriculum, including strategies such as analysis of context clues, affixes and roots, analogies, figurative language, and connotation. Standard English grammar, usage, and conventions are explored throughout the year and assessed in a cumulative fashion.

Students with diverse learning styles will have the opportunity to use a variety of learning methods to attain mastery of the skills and concepts necessary for success. These methodologies include explicit interaction with text, collaboration with peers, guided inquiry, and direct instruction. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: Full Course

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Curriculum Map

1. Marking Period One - Overview based on 45 days:

Students will explore the passage from childhood to adulthood.

Marking Period One - Goals:

Understanding of:

- Trace and Evaluate Arguments
- Central Ideas and Details
- Relationships between Ideas
- Character Motivation
- Inferencing
- Poetry - introduction to structure, imagery, allusion and poetic devices including, but not limited to, repetition (alliteration and phrases) and rhythm
- Themes in Poetry
- Author's Purpose
- Author's Craft
- Extended Metaphor
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Analysis of the Novel: structure, plot, theme, conflict, motivation, characterization, additional literary elements, etc.
- Structure of an Argumentative Debate
- Common Core 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.

Marking Period Two - Goals:

Understanding of:

- Context Clues
- Summary
- Active and Passive Voices
- Synonyms and Antonyms
- Story Elements and Plot Map
- Dialogue
- Simile, Metaphor, and other Figurative Language
- Central Idea and Supporting Details
- Chronological Order
- Author's Purpose
- Headings/Subheadings

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- Imagery
- Memoirs
- Symbolism
- Inferencing
- Allusions
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Common Core Grammar - In addition to the review of MP1, Verbals (gerunds, participles, infinitives), Subject Verb Agreement, Subject and Object Pronouns,
- Pronoun Antecedent Agreement
- Analysis of the Novel: structure, plot, theme, conflict, characterization, additional literary elements, etc.

3. Marking Period Three - Overview based on 45 days:

Students will explore why the horror genre both terrifies and fascinates readers.

Marking Period Three - Goals:

Understanding of:

- Point of View - introduction of first person, third person limited, third person omniscient, etc.
- Voice
- Style
- Narrator
- Internal and External Conflict
- Plot - Freytag's Pyramid
- Setting
- Author's Viewpoint
- Counterarguments
- Foreshadowing
- Theme
- Poetry - introduction to structure, imagery, allusion and poetic devices including, but not limited to, repetition (alliteration and phrases) and rhythm
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- Literary Connections between stories and genres
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Common Core Grammar-In addition to the review of MP1 and MP 2, Active vs. Passive Voice, Clauses and Phrases, Fragments and Run-ons, punctuation.
- Analysis of the Novel: structure, plot, theme, conflict, motivation, characterization, additional literary elements, etc.

4. Marking Period Four - Overview based on 45 days:

Students will learn about the lasting impact of the Holocaust and its survivors.

Marking Period Four - Goals:

Understanding of:

- Key Elements of a Drama

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- Relationships between Structure, Characters, Dialogue, and Events
- Elements of a Speech
- Inferencing
- Author's Point of View
- Tone
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- Literary Connections between stories and genres
- Basic introduction to Keystone Grammar- In addition to reviewing MP1, MP2, and MP3, predicate nominatives, predicate adjectives, direct and indirect objects
- Analysis of a Novel: structure, plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.
- Basic introduction to Keystone Constructed Response Skills (Keystone Writing)

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Big Ideas

Big Ideas are either to be listed here with the unit designated to which they pertain, or they may be included in the unit(s) to which they pertain.

- 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)
- Effective research requires multiple sources of information to gain or expand knowledge. (Units 1, 2, and 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:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

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.BV.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, CC.1.3.8.D, CC.1.3.8E, CC.1.3.8.F, 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.2.1.1, E08.A-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, E08.A-V.4.1.1, E08.AV.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.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

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.1.1.1, 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 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 read and analyze a variety of genres as well as produce TEA/mini TDA writing assignments and a text dependent analysis essay. Students will also research and gather relevant evidence and participate in a debate.

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Goals:

Students will:

- Trace and evaluate arguments.
- Evaluate supporting evidence as relevant or irrelevant.
- Determine central ideas and details while analyzing relationships between ideas.
- Infer a character's motivations.
- Make inferences.
- Determine the theme of a poem.
- 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 parts of speech, verb moods, verb tense, dangling and misplaced modifiers.
- Write a text dependent analysis essay.
- Write TEA/mini TDA writing assignments.
- Create an argumentative debate.
- Identify poetic elements introduction to structure, imagery, allusion and poetic devices including, but not limited to, repetition (alliteration and phrases) and rhythm.

Objectives: (with DOK levels)

Students will:

- 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)
- Conduct short research projects. (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)
- Form and use verbs in the imperative mood. (DOK 1)
- Use verbs in the subjunctive mood to achieve particular effects. (DOK 1)
- Determine meanings of words and phrases as they are used in the text. (DOK 2)
- Use context clues to ascertain the meaning of a word or phrase. (DOK 3)

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- Use Greek and Latin affixes and roots as clues to word meaning. (DOK 3)
- Choose language that expresses ideas precisely and concisely. (DOK 4)
- Write analyses and TEA/mini TDA writing assignments. (DOK 4)
- Identify and apply common Core Grammar. (Focus on parts of speech, verb moods, verb tense, dangling and misplaced modifiers) (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

1. 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
- b. Classroom Debate analyzing research from article and creating an argument

2. Article Analysis: Anchor Text – “Is 16 Too Young to Drive a Car?” by Robert Davis, “Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens” by Allison Aubrey, and “When Do Kids Become Adults?” from “Room for Debate” in the New York Times

- a. Note - Use the Jigsaw method when reading “When Do Kids Become Adults?”
- b. Students will demonstrate their understanding 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 and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - ii. Step 1 - Students will model text annotation/T2T with “When Do Kids Become Adults?” to review text annotating skills.
 - iii. 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/TEA 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).

3. Article Analysis: SAS Website – “Editorial-Teens Are 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.
 - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical,

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- personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- ii. Step 1 - Students will model text annotation/T2T with “Editorial-Teens Are Going to Extremes with Texting” to demonstrate and reinforce text annotating skills.
 - iii. Step 2 - Students will take Common Assessment on article “Editorial-Teens Are Going to Extremes with Texting.”
- b. Identify key elements of the elements of an argument 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 predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing
 - g. Students will continue to explore the art of text dependent analysis writing and will construct a TDA. (Note: This TDA may be utilized for the diagnostic benchmarking and teaching purposes according to district and department plan. 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 to address those weakness prior to the PSSA.)
 - h. Students will write additional TEAs/mini TDAs (determined by PLCs) that address the needs identified on the benchmark.
 - i. Mini common TDA/TEA writing practice - break down, discuss, model, critique, practice, etc.
4. 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 based on the poetry from this marking period.
5. Write a Text Dependent Analysis Essay (formal TDA) and miniature TDAs/TEAs
- a. For each text, either as a separate reinforcement activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs/TEAs.
 - b. Take notes, reread “Editorial-Teens Going to Extremes with Texting”, analyze the text, outline/ pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - c. Utilizing data from this TDA, teachers will create lessons to address strengths and weaknesses as they instruct students in the art of TDA writing.
 - i. Miniature TDAs/TEAs will be created throughout the marking period as stand-alone assessments and part of larger assessments.
 - d. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.
6. Independent novel reading and collaborative novel analysis: The Giver by Lois Lowry

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- a. Levels of Questioning - Direct instruction and modeling
 - i. Teachers will model and facilitate a Socratic Seminar using level two questions.
- b. Review of plot: **exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; point of view: first, third limited, third omniscient; theme; diction.**
- c. The novel activities will span marking periods one and two - writing component will occur in marking period two.

7. Vocabulary Activities

- a. 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
- b. Direct instruction and practice, using Teacher created vocabulary materials based on selections in the *Collections* textbooks (See assessments for list.)
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

8. PSSA Preparation and Review

- a. Study Island activities - individual and group practice
- b. PSSA review activities - to be determined by data from classroom assessments and district benchmark
- c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

9. Grammar Review – Common Core Grammar – Parts of Speech, Verb Moods, Verb Tense, Dangling and Misplaced Modifiers

Assessments:

Diagnostic:

- PSSA Skills Assessments/Practice Activities-use of Study Island.
- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
 - Benchmark TDA #1 - “Editorial-Teens Are Going to Extremes with Texting” Writing
 - Prompt make a Text Dependent Analysis Essay (Common Assessment)
 - CDT

Formative:

- 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)
- Common Assessment: “Is 16 Too Young... / Fatal Car Crashes...” Selection Test
- Common Assessment: “Hanging Fire/Teenagers” Selection Test
- Common Assessment: Analysis of text questions at end of each text
- Common Assessment: Vocabulary Quizzes
 - “Learning a New Language”

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- “Is 16 to Young to Drive” and “Fatal Car Crashes Drop for 16-Year-Olds, Rises for other Teens”
- “Teens are Going to the Extremes with Texting”
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Common Assessment: TEA/mini TDA writing assignments for works covered in this marking period (both independent and as part of quizzes and tests)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Midway Collection/Cold Read Test
- Common Assessment End of Marking Period Collection/Cold Read Test
- Common Assessment: “Editorial – Teens Are Going to Extremes with Texting” Writing Prompt (Full TDA)
- Assess accuracy of MLA style and format using common rubric

Extensions:

- Additional, more challenging text dependent analysis essays
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- Collections Textbook, HMH FYI Online Portal
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New
- *The Giver* by Lois Lowry

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Curriculum Plan

Unit #2: Collection 1: Culture and Belonging

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

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.G, CC.1.2.8.H, 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.BV.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.AC.2.1.3, E08.A-V.4.1.1, E08.A-V.4.1.2, E08.A-C.3.1.1, E08.A-V.4.1.1, E08.A-V.41.1, 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.L, CC.1.4.8.M, CC.1.4.8.N, CC.1.4.8.O, CC.1.4.8.P, 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

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

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.1.1.1, 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.C, CC.1.5.8.D, CC.1.5.8.E, CC.1.5.8.F, CC.1.5.8.G

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 TDAs/TEAs as well

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as a text dependent analysis essay.

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.
- Gain strategies in order to determine key vocabulary words.
- Common Core Grammar – In addition to the review of MP1, Verbals (gerunds, participles, infinitives), Subject Verb Agreement, Subject and Object Pronouns, Pronoun Antecedent Agreement.
- Write a text-dependent analysis essay.
- Write TEA/mini TDA writing assignments.

Objectives: (with DOK levels)

Students will:

- Cite textual evidence to support analysis and inferences. (DOK 3)
- Determine a theme of a text. (DOK 1 and 2)
- 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 8 PA Core Standards to literature. (DOK 4)
- Write routinely over extended and shorter time frames. (DOK 4)
- Use context as a clue to the 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)
- Use context clues to ascertain the meaning of words and phrases. (DOK 3)
- 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)
- Consult general and specialized reference materials (glossaries), both print and digital. (DOK 1)
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (DOK 4)
- Analyze how a modern work draws on themes from traditional stories. (DOK 4)
- Draw evidence from literary texts to support analysis, reflection, and research. (DOK 3)
- Identify and apply common Core Grammar. (In addition to the review of MP1, Verbals: gerunds, participles, infinitives, Subject Verb Agreement, Subject and Object Pronouns, Pronoun Antecedent Agreement) (DOK 1 and 2)
- Write analyses and mini TDA/TEA writing assignments. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

10. Close Reader – “Golden Glass”

- 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 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.

11. Short Story Analysis: Anchor Text – “My Favorite Chaperone” by Jean Davies Okimoto

- a. Students will continue to utilize the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for everything we read.
 - 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. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling, with “My Favorite Chaperone” to reinforce text annotating skills.
 - iii. Step 2 - Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
- 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. 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/TEA 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 and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; characterization; setting; point of view: first, third limited, third omniscient; theme; dialogue; diction, simile).

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12. Close Reader – “Museum Indians”
 - 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 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.
 - e. Close read and annotate a memoir.
 - f. Construct a Mini-TDA/TEA for the short response question
13. 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).
 - 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 and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - ii. Step 1 - Model text annotation/T2T as needed, gradually shifting to student modeling
 - iii. Step 2 - Students will write a short response for “What to Bring?” (miniature TDA/TEA) as a basis for discussion and assessment.
 - 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).
 - i. Mini common TDA/TEA writing - break down, discuss, model, critique, practice, etc.
 - e. Make predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing.
 - g. Presentation of Literary Terms - Examination of literary and textual elements as they relate to nonfiction (central ideas and details; facts, opinions, and anecdote; repetition (as a rhetorical device); chronological order; author’s purpose).
14. Write a Common Text Dependent Analysis Essay (TDA and Mini TDA/TEA Writing)
 - a. For each text, either as a separate activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs/TEAs and full TDAs.
 - i. Outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
 - b. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.

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15. Independent novel reading and collaborative novel analysis: *The Giver* by Lois Lowry
 - a. Levels of Questioning - Direct instruction and modeling
 - i. Teachers will model and facilitate a Socratic Seminar using level two questions.
 - b. Review of plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; 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.
 - d. Film analysis between the novel and the movie
16. Vocabulary Activities
 - a. 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.
 - b. Direct instruction and practice, using teacher created vocabulary materials based on selections in the *Collections* textbooks (See assessments for list.)
 - c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.
17. PSSA Preparation and 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)
18. Grammar Review – Verbals (gerunds, participles, infinitives), Subject Verb Agreement, Subject and Object Pronouns, Pronoun Antecedent Agreement

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan.
- Practice PSSA Activities/Exercises-use of Study Island.

Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
- 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: "My Favorite Chaperone" Selection Test
- Common Assessment: Analysis of text questions at the end of each text
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Common Assessment: Vocabulary Quizzes

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- “Golden Glass”
- “My Favorite Chaperone”
- “Museum Indians”
- “What to Bring”
- Common Assessment: Mini TDA/TEA and/or full TDA writing assignments for works covered in this marking period (both independent and as part of quizzes and tests):
- Close Reader- “What to Bring?” Close Reader Writing Prompt (mini-TDA/TEA)
- Close Reader- “Golden Glass” Close Reader Writing Prompt (mini-TDA/TEA)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Midway Collection/Cold Read Test
- Common Assessment End of Marking Period Collection/Cold Read Test
- Common Assessment: Novel Assessment on *The Giver* (will include multiple choice questions and a written component)
- Common Assessment: Close Reader - “Museum Indians” Writing Prompt (Full TDA)

Extensions:

- Additional, more challenging text dependent analysis essays
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- Collections Textbook
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- *The Giver* by Lois Lowry (Novel and movie to compare media)
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New

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Curriculum Plan

Unit #3: Collection 2: The Thrill of Horror

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

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. F, 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.1.1.2, E08.B-K1.1.1, E08.B-K1.1.3, E08.B-C.2.1.1, E08.B-V.4.1.1, E08.BV.4.1.2, E08.B-C.2.1.3, 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, CC.1.3.8.D, 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, E08.A-C.3.1.1, E08.A-V.4.1.1, E08.A-V.41.1, 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

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.1.1.1, 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 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/TEAs as well as write a literary analysis (TDA).

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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.
- Determine and analyze a universal theme.
- Gain strategies in order to determine key vocabulary words.
- Identify and use punctuation, nouns, pronouns, verbs, subjects, predicates, and homonyms.
- Write a text dependent analysis essay.
- Write mini TDA/TEA writing assignments.

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 8 PA Core Standards to literature. (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)
- Develop the topic. (DOK 3)
- Use context clues to ascertain the meaning of words. (DOK 3)
- Consult reference materials. (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)
- Use affixes as clues to meaning. (DOK 1)
- Identify and apply common Core Grammar. (In addition to the review of MP1 and MP 2, Active vs. Passive Voice, Clauses and Phrases, Fragments and Run-ons, punctuation) (DOK 1 and 2)

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- Write analyses and mini TDA/TEA writing assignments. (DOK 4)

Core Activities and Corresponding Instructional Methods:

19. 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).
 - 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 and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
 - ii. Step 1 - Model text annotation/T2T as needed with "What is the Horror Genre?" to teach text annotating skills.
 - iii. Step 2 - Students will explore the analyzing the text questions at the end of the story as a basis for discussion and assessment.
- 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).

20. Short Story Analysis: Close Reader – "The Outsider" by H.P. Lovecraft and Anchor Texts – "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). This will become second nature as we proceed through the year. Students will talk to the text for everything we read.
 - 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. Step 1 - Model text annotation/T2T with "The Tell-Tale Heart" to teach text annotating skills.
 - iii. Step 2 - Students will explore the analyzing the text questions at the end of the stories as a basis for discussion and assessment.
- 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

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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 predictions based on the text details.
- f. Make inferences that are not directly stated in a piece of writing
- g. Students will be taught the art of text dependent analysis writing and will construct a TDA.
- h. Presentation of Literary Terms and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; foreshadowing; setting; point of view: first, third limited, third omniscient; theme; diction).
- i. Analyze the video representation of “The Monkey’s Paw” - video clip.

21. Write a Literary Analysis Essay (formal TDA) and miniature TDAs/TEAs.

- a. For each text, either as a separate activity or as part of an assessment used to drive instruction, students will work on TDA writing through miniature TDAs/TEAs.
- b. Take notes about the criteria for horror, reread “The Outsider”, “The Tell-Tale Heart”, and “The Monkey’s Paw”, analyze both texts, outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - i. This first formal TDA should be done without teacher instruction for diagnostic purposes.
- c. Utilizing data from the first TDA benchmark, teachers will create lessons to address strengths and weaknesses as they instruct students in the art of TDA writing.
 - i. Miniature TDAs/TEAs will be created throughout the marking period as stand-alone assessments and part of larger assessments connected to each piece of writing.
- d. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.

22. Vocabulary Activities

- a. 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.
- b. Direct instruction and practice, using teacher created vocabulary materials based on selections in the *Collections* textbooks (See assessments for list.)
- c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.

23. PSSA Preparation and 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)

24. Grammar Review - **Common Core Grammar – In addition to the review of MP1, and MP 2 Active vs. Passive Voice, Clauses and Phrases, Fragments and Run-ons, Punctuation.**

25. 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

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- b. Review of 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. The novel activities will span marking periods three and four- writing component will occur in marking period four.
26. Poem Analysis: Close Reader Text – “Frankenstein” by Edward Field (Benchmark TDA)
- 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.

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan.
- Practice PSSA Activities/Exercises-use of Study Island.

Formative:

- Benchmarks will be administered according to district and department plan.
 - CDT
 - TDA: “Frankenstein” Literary Analysis Essay (Common Assessment: Write a Literary Analysis)
- 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: “The Tell-Tale Heart” Selection Test
- Common Assessment: “The Monkey’s Paw” Selection Test
- Common Assessment: Analysis of text questions at the end of each text
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Common Assessment: Vocabulary Quizzes
 - “The Outsider”
 - “The Tell-Tale Heart”
 - “The Monkey’s Paw”
- Common Assessment: mini TDA/TEA writing assignments (both independent and as part of quizzes and tests for each piece of writing discussed during the marking period)
- Common Assessment: “The Outsider” Close Reader Writing Prompt (Mini TDA/TEA)
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

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Summative:

- Common Assessment: Midway Grammar Test
- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: Midway Collection/Cold Read Test
- Common Assessment End of Marking Period Collection/Cold Read Test
- Common Assessment: "What is the Horror Genre?" (Full TDA)

Extensions:

- Additional text dependent analysis essays of greater complexity
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- Collections Textbook
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- *I Have Lived a Thousand Years* by Livia Bitton-Jackson
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New

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Curriculum Plan

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

Time Range in Days: 40-45 Days

Standards Addressed:

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

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.1.2.8.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.BV.4.1.1, E08.B-V.4.1.2, E08.B-C.2.1.3, 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, CC.1.3.8.D, CC1.3.8E, CC.1.3.8.F, CC1.3.8G, 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, E08A-C.2.1.1, E08A-C.2.1.2, E08.AC.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

Narrative: E08.C.1.3.1, E08.C.1.3.2, E08.C.1.3.4, E08.C.1.3.3, E08.C.1.3.5, 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.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

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.1.1.1, 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, elements of a diary, inferences, and symbolism. Students will read and analyze a variety of genres as well as produce a text dependent analysis essay and mini TDAs/TEAs and complete a written narrative project.

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Note: In an effort to create a smooth transition between middle school and high school, students in eighth grade English will be exposed to Keystone terminology, constructed response writing, and high school expectations in the fourth marking period.

Goals:

Students will:

- Define an allegory and analyze how a story symbolizes something greater.
- 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 CR.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Be introduced to Keystone Grammar – In addition to reviewing MP1, MP2, and MP3, predicate nominatives, predicate adjectives, direct and indirect objects.
- Write a constructed response and a written narrative project. (allegory project)

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 clues to ascertain the meaning of a word or phrase. (DOK 3)
- Use Greek and Latin affixes and roots as clues to word meaning. (DOK 3)
- Write an analysis. (DOK 4)
- Write arguments. (DOK 4)
- Write a constructed response. (DOK 4)
- Write narratives. (DOK 4)
- Identify and apply common Core Grammar. (In addition to reviewing MP1, MP2, and MP3, predicate nominatives, predicate adjectives, direct and indirect objects) (DOK 1 and 2)

Core Activities and Corresponding Instructional Methods:

27. Short Story Analysis: “Terrible Things” by Eve Bunting

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.

i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical,

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- personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
- ii. Step 1 - Model text annotation/T2T with “Terrible Things” to demonstrate text annotating skills.
 - 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. Write a Full TDA for “Terrible Things.”
 - 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 and - Examination of literary elements as they relate to fiction (plot: exposition, rising action, climax, falling action, resolution; internal and external conflict; allegory; symbolism).
 - h. Create an original allegory based off another tragic event or problem in history.
28. 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.
 - 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. Step 1 - Model text annotation/T2T with *The Diary of Anne Frank* to teach demonstrate text annotating skills.
 - iii. Step 2 - Students will explore the analyzing the text questions at the end of *The Diary of Anne Frank*, and students will write a short response (Full TDA) as a basis for discussion and assessment.
 - 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 predictions based on the text details.
 - e. Make inferences that are not directly stated in a piece of writing.
 - f. 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).
29. Write Constructed Responses (Full TDA)
- a. Constructed Response Writing Workshop - Students will be exposed to CR writing through modeling, exemplars, etc. Students will be taught to write CRs, will practice various stages of the CR writing process and eventually write a full TDA.

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- b. Take notes, reread “Terrible Things” and *The Diary of Anne Frank*, analyze text, outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric
- c. TDA Writing – modeling, exemplar deconstruction and analysis, and guided practice.

30. Continuation of 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. Review of 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
- d. CR writing practice

31. Speech Analysis – “After Auschwitz” by Elie Wiesel

- a. 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.

32. Vocabulary Activities

- a. 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.
- b. Direct instruction and practice, using teacher created vocabulary materials based on selections in the *Collections* textbooks (See assessments for list.)
- c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.

33. Grammar Review – **In addition to reviewing MP1, MP2, and MP3, predicate nominatives, predicate adjectives, direct and indirect objects.**

Assessments:

Diagnostic:

- Benchmarks will be administered according to district and department plan.
- Practice PSSA Activities/Exercises-use of Study Island.

Formative:

- PSSA Review Assessments (will only occur in this marking period if the PSSA is given in the fourth marking period) - 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: mini TDAs/TEA writing assignments (both independent and as part of quizzes and tests for each piece of writing discussed during the marking period)
 - Common Assessment: “Terrible Things” (Full TDA)
 - Common Assessment: *The Diary of Anne Frank* close reader writing prompt (Full TDA)

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- Common Assessment: Analysis of text questions at the end of each text
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each skill taught.
- Common Assessment: Vocabulary Quizzes
 - “The Diary of Anne Frank”
 - “After Auschwitz”
- Common Assessment: Narrative Writing Project (Original Allegory Project)

Summative:

- Common Assessment: Cumulative Marking Period #4 Grammar Test
- Common Assessment: Novel Assessment on *I Have Lived A Thousand Years* (will include multiple choice and a writing component)
- Common Assessment: Final (full length) TDA
- Common Assessment: Final Exam (Cold Read Test)

Extensions:

- Keystone Assessments (Introductory Level)
- Common Assessment: Keystone Vocabulary Assessment(s)
- Common Assessment: Practice Keystone Activities (Study Island)
- Additional Differentiated Practice to address individual needs
- Additional, more challenging constructed responses
- Additional text analysis from close reader
- Additional, more challenging grammar activities
- Additional, more challenging vocabulary activities
- Additional, more challenging novels

Correctives:

- Teacher/student conferencing to improve writing skills
- Study Island additional practice
- Additional opportunities for revision and practice with more simplistic assignments and more accessible literature

Materials and Resources:

- Internet
- Collections Textbook
- Teacher created vocabulary materials based on selections in the *Collections* textbooks
- *I Have Lived A Thousand Years* by Livia Bitton-Jackson
- Study Island
- CDT
- Keystone Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New
- Oprah’s interview with Elie Wiesel
- *The Boy in the Striped Pajamas*
- *Life is Beautiful*
- *The Book Thief*

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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: *The Giver* by Lois Lowry

Textbook ISBN #: 9780544336261

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt, 2014

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