

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Honors English Language Arts 8

Grade Level: 8

Date of Board Approval: 2018

Planned Instruction

Title of Planned Instruction: Honors English Language Arts 8

Subject Area: English Language Arts

Grade(s): 8

Course Description: This course, which is significantly more challenging than English Language Arts 8, is designed to prepare students for the rigor of honors level and AP 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 both argumentative and expository writing modes as well as producing well-developed narrative pieces. 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.

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. Students in honors classes are provided with the additional challenges of more extensive and sophisticated activities and assignments in all areas: supplementary independent reading, writing, discussion and presentation, vocabulary, and research.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Angela Gutierrez, Carmel Kratz, and Arielle Wilkes

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Curriculum Map

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

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

Marking Period One Goals:

Understanding of:

- Teacher created vocabulary materials based on selections in the *Collections* textbook
- Grammar
 - Basic parts of speech
 - Subject-verb agreement
 - Using commas in compound sentences and complex sentences
- Point of View
 - First person
 - Third person limited
 - Third person omniscient
- Voice
- Style
- Narrator
- Elements of a Fictional Narrative
- Internal and External Conflict
- Author's Viewpoint
- Counter arguments
- Elements of Plot (Freytag's Pyramid/Plot Diagram)
 - Exposition
 - Rising action
 - Climax
 - Falling action
 - Resolution
- Setting
- Foreshadowing
- Theme
- Elements of a Literary Analysis
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Close reading skills
- Effective collaborative discussion techniques
- Critical thinking skills
- Analysis of the novel: structure, plot, literary elements, etc.
- Literary Connections between stories and genres
- Structure of a Fictional Narrative

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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:

- Teacher created vocabulary materials based on selections in the *Collections* textbook
- Grammar (Note: Grammar is cumulative. Students will be expected to know and be able to apply skills from previous marking periods.)
 - Mood of a verb - subjunctive, imperative, indicative, interrogative, and conditional
 - Verb tense consistency
 - Active and passive voice
 - Run-ons
 - Fragments
- Context Clues
- Summary
- Synonyms
- Antonyms
- Story Elements and Plot Map
- Dialogue
- Figurative Devices
 - Simile
 - Metaphor
 - Hyperbole
 - Personification
- Poetry
 - Structure
 - Imagery
 - Allusion
 - Repetition
 - Alliteration
 - Rhythm/meter
 - Rhyme scheme
- Central Idea
- Rhetorical Devices
 - Repetition
 - Parallel structure
- Supporting Details
- Chronological Order
- Author's Purpose
- Headings/Subheadings
- Imagery
- Memoirs

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- Symbols
- Inferences
- Allusions
- Literary Connections between stories and genres
- Structure of an Expository Essay
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Close reading skills
- Effective collaborative discussion techniques
- Critical thinking skills
- Analysis of the novel: structure, plot, theme, conflict, characterization, additional literary elements, etc.

Marking Period Three - Overview based on 45 days:

Students will explore the passage from childhood to adulthood. Students will also focus on the quest for freedom that led to the American Civil War.

Marking Period Three - Goals:

Understanding of:

- Teacher created vocabulary materials based on selections in the *Collections* textbook
- Grammar (Note: Grammar is cumulative. Students will be expected to know and be able to apply skills from previous marking periods.)
 - Verbals
 - Gerunds
 - Infinitives
 - Participles
 - Misplaced/dangling modifiers
 - Homophones
 - Types of Pronouns
 - Pronoun/Antecedent Agreement
- Trace and Evaluate Arguments
- Central Ideas and Details
- Relationships between Ideas
- Characterization
- Character Motivation
- Inferencing
- Themes in Poetry
- Author's Purpose
- Author's Craft
- Extended Metaphor
- Elements of a Novel
- Structure of a Text Dependent Analysis Essay
- Construction of a Text Dependent Analysis Essay
- Close reading skills

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- Effective collaborative discussion techniques
- Critical thinking skills
- Analysis of the Novel: structure, plot, theme, conflict, motivation, characterization, additional literary elements, etc.
- Literary Connections between stories and genres

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

Students will learn about the lasting impact of a young girl and her diary.

Marking Period Four - Goals:

Understanding of:

- Teacher created vocabulary materials based on selections in the *Collections* textbook
- Grammar (Note: Grammar is cumulative. Students will be expected to know and be able to apply skills from previous marking periods.)
 - Review grammatical skills from marking periods 1-3
 - Direct objects
 - Indirect objects
 - Predicate nominatives
 - Predicate adjectives
- Key Elements of a Drama
- Relationships between Structure, Characters, Dialogue, and Events
- Inferencing
- Author's Point of View
- Tone
- Literary Connections between stories and genres
- Analysis of a Novel: structure, plot, theme, conflict, motivation, characterization, tone, additional literary elements, etc.
- Structure of a Constructed Response
- Construction of a Constructed Response
- Constructed Response Skills (Keystone Writing)
- Close reading skills
- Effective collaborative discussion techniques
- Critical thinking skills

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Big Ideas

- Effective readers use appropriate strategies to construct meaning. (Collections 1-4)
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. (Collections 1-4)
- An expanded vocabulary enhances one's ability to express ideas and information
- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques. (Collections 1-4)
- Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners. (Collections 1-4)
- Effective research requires multiple sources of information to gain or expand knowledge. (Collections 1,2, and 4)
- Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating. (Collections 1-4)
- Effective speakers prepare and communicate messages to address the audience and purpose. (Collections 1-4)

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Curriculum Plan

Unit 1: Marking Period 1 (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. 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.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, 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.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.1.1.1, 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

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

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

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Overview: In collection two, students will examine why the horror genre both terrifies and fascinates. Students will examine the horror genre in order to analyze point of view, types of narrators, suspense, foreshadowing and theme. Students will write a literary analysis essay. In addition, they will write mini TDAs/TEA Paragraphs and read a complex novel independently while connecting literary terminology to the theme of the unit.

Goals:

Students will:

- Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- Analyze an essay to determine the author's viewpoint, counterarguments, and elements of language that contribute to the author's style.
- Determine and analyze a universal theme and analyze foreshadowing in a short story.
- Analyze the choices a filmmaker makes when he or she decides to adapt a fictional text to movie form.
- Analyze literary criticism to gain insight into literature.
- Present an argument in a collaborative discussion.
- Write a literary analysis essay providing text evidence.
- Cite text evidence using current MLA style.
- Practice punctuation, capitalization, and spelling concepts and constructs to improve writing effectiveness.
- Read and analyze an independent novel.

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)
- Gather relevant information from multiple sources. (DOK 3)

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- Use verbs in the subjunctive, imperative, interrogative, conditional and indicative mood to achieve particular effects. (DOK 1)
- Use context clues to ascertain word meaning. (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)
- Present claims and findings. (DOK 3)
- Practice identifying and using basic parts of speech, punctuation in compound and complex sentences, and proper subject/verb agreement. (DOK 1, 2, and 4)
- Write analyses and mini TDA/TEA paragraph writing assignments. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. 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.
 - i. Step 1 - Model text annotation/T2T as needed with “What is the Horror Genre?” to teach text annotating skills.
 - ii. 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).
 - g. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
2. Short Story Analysis: “The Outsider” by H.P. Lovecraft, “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. Step 1 - Model text annotation/T2T with “The Outsider” 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.

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- b. Map out a story using Freytag's Pyramid. 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 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. (Note: This common TDA may be utilized for 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. Once the initial TDA is written, teachers will use it as a teaching tool.)
 - 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. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - j. Analyze the video representation of "The Monkey's Paw" - video clip.
3. Poetry Analysis: Close Reader – "Frankenstein" by Edward Field
- 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.
 - i. Annotate poetry.
 - ii. Focus on - theme; characterization; narrative poetry; inferencing.
 - b. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - c. Students will be taught 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.
4. Write a Literary Analysis Essay (formal TDA) and miniature TDAs/TEA Paragraphs
- a. Take notes about the criteria for horror, reread "The Outsider", "The Tell-Tale Heart", and "The Monkey's Paw", analyze all three texts, outline / pre-write, edit, revise, publish essay, utilize PSSA TDA scoring rubric.
 - b. Utilizing data from this first TDA, teachers will create lessons to address strengths and weaknesses as they instruct students in the art of TDA writing.
 - i. Miniature TDAs will be created throughout the marking period as stand-alone assessments and part of larger assessments connected to each piece of writing.
5. Independent novel reading and collaborative novel analysis: *Hour of the Bees* by Lindsay Eagar
- a. Levels of Questioning - Direct instruction and modeling
 - i. Specific practice and instruction in the area of text analysis and support.
 - ii. 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. Application of terms to novel.

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- c. In-depth literary analysis and discussion.
- d. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.

6. Vocabulary Activities

- a. Direct instruction and practice using teacher created vocabulary materials based on the following selections in the *Collections* textbook:
 - a. "What Is the Horror Genre?"
 - b. "The Outsider"
 - c. "The Tell-Tale Heart"
 - d. "The Monkey's Paw"
- b. 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.
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. 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)

8. Grammar Review – basic parts of speech, subject-verb agreement, using commas in compound and complex sentences

Assessments:

Diagnostic:

- Common Assessment: Vocabulary Activities (teacher created vocabulary materials based on selections in the *Collections* textbook)
- Initial Diagnostic Practice PSSA Activities (Study Island)

Formative:

- Benchmarks including CDT and writing (TDA) will be administered according to district and department plan.
- Common Assessment: Mini TDA/TEA paragraph writing assignments (both independent and as part of quizzes and tests) - including, but not limited to:
 - Common Assessment: "The Outsider" close reader writing prompt (mini-TDA)
 - Common Assessment: "Frankenstein" close reader writing prompt (mini-TDA)
- Common Assessment:
 - "The Tell-Tale Heart" Enhanced Selection Test
 - "The Monkey's Paw" Enhanced Selection Test
- Mini TDA/TEA paragraph responses for all works
- Common Assessment: mini TDA/TEA paragraph writing assignments (both independent and as part of quizzes and tests for each piece of writing discussed during the marking period)
- Common Assessment: Analysis of text questions at the end of each text

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- Common Assessment: Vocabulary Quizzes
 - “What Is the Horror Genre?”
 - “The Outsider”
 - “The Tell-Tale Heart”
 - “The Monkey’s Paw”
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each individual skill taught.
- 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
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Performance Task--Literary Analysis Essay at end of collection
- 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 (includes written component)
 - Note: Collection tests and other summative assessments will have additional questions and/or increased difficulty in comparison to ELA 8 assessments.

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
- Write a fictional narrative
- Socratic Seminar - Common Rubric

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
- Vocabulary from teacher created vocabulary materials based on selections in the *Collections* textbook
- *Hour of the Bees* by Lindsay Eagar
- Study Island
- CDT

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- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

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Curriculum Plan

Unit 2: Marking Period 2 (Collection 4 – Approaching Adulthood & Collection 3 – The Move Toward Freedom)

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, 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, 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.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.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 and garner skills required to write an effective argumentative essay. In Collection 3, students will focus on the quest for freedom that led to the American Civil War through analysis of an autobiography, historical fiction, and historical nonfiction. Through the texts in Collection 3, students will analyze character motivation, themes, author’s purpose, cause and effect, and extended metaphors. Students will compose a literary analysis essay that explores the themes of these texts while maintaining a controlling idea on theme.

Goals:

Students will:

- Trace and evaluate arguments.
- Evaluate supporting evidence as relevant or irrelevant.

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- Determine central ideas and details while analyzing relationships between ideas.
- Infer a character's motivations.
- Make inferences.
- Determine the theme of a poem.
- Analyze an autobiography and explain the author's purpose.
- Analyze the structure of a biography and examine cause-and-effect.
- Understand how extended metaphors can be used to express feelings and ideas.
- 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 a text dependent analysis essay.
- Write mini TDA/TEA paragraph writing assignments.

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 a theme. (DOK 1 and 2)
- Analyze how dialogue or incidents in a story propel the action and reveal character. (DOK 1, 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 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)
- Choose language that expresses ideas precisely and concisely. (DOK 4)
- Write analyses and mini TDA/TEA paragraph writing assignments. (DOK 4)
- Practice identifying and using the mood of a verb (subjunctive, imperative, indicative, interrogative, and conditional), verb tense consistency, active and passive voice, run-ons, and fragments. (DOK 1, 2 and 4)

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Core Activities and Corresponding Instructional Methods:

1. 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). 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 with “When Do Kids Become Adults?” 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/TEA paragraph 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. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - i. 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).
2. Short Story Analysis: Anchor Text – “Marigolds” by Eugenia Collier
 - a. Students will demonstrate their understanding 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.
 - b. Map out a story using Freytag’s Pyramid. 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 predictions based on the text details.
 - f. Make inferences that are not directly stated in a piece of writing

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- g. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - 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; setting; characterization; character's motivation, inferencing), close read, cite text evidence, think-pair-share, identify metaphor, determine theme, make inferences, vocabulary word study, create dialogue, analyzing the text questions
3. Poetry Analysis: "Hanging Fire" by Audre Lorde, "Teenagers" by Pat Mora, and "O Captain! My Captain!" by Walt Whitman (Note: Additional poems, decided upon by the PLC team, will be added to this unit.)
- a. Students will also 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.
 - i. Mini common TDA writing - break down, discuss, model, critique, practice, etc.
5. Analysis of Historical Fiction: Anchor Text – "The Drummer Boy of Shiloh" by Ray Bradbury
- a. Students will demonstrate their understanding 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. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - c. Students will utilize their annotations and analyzing the text questions to deepen their understanding of:
 - i. Description of setting, author's purpose, historical background, mood, allusions, symbolism, and comparing texts of other genres.
 - d. Performance Task: Write A Literary Analysis Essay (TDA) on "The Drummer Boy of Shiloh".
 - i. Analyze model text, dissect scoring rubric, determine a topic, formulate ideas, prewrite, conduct research, organize ideas, consider purpose and audience, draft essay, review, edit, and revise essay.
6. Vocabulary Activities
- a. Direct instruction and practice, using teacher created vocabulary materials based on the following selections in the *Collections* textbook:
 - i. Teen Driving Articles
 - ii. "Marigolds"
 - iii. "O Captain! My Captain"
 - b. 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

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- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. 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)

8. Grammar Review-- Through direct instruction, guided practice, and practical application, students will review the following: mood of a verb - subjunctive, imperative, indicative, interrogative, and conditional, verb tense consistency, active and passive voice, run-ons, and fragments.

9. Independent Novel Study & Collaborative Analysis-- *The Giver* by Lois Lowry

- a. Comprehension questions, levels of questioning, elements of literature analysis, thematic essay, literature circles.
- b. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.

Assessments:

Diagnostic:

- Common Assessment: Vocabulary Activities (from teacher created vocabulary materials based on selections in the *Collections* textbook)

Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
- Common Assessment:
 - "Is 16 Too Young to Drive a Car?" and "Fatal Car Crashes Drop for 16-Year-Olds, Rise for Older Teens" Selection Test
 - "When Do Kids Become Adults?" Group Project
 - "Teenagers" and "Hanging Fire" Selection Test
 - "O Captain! My Captain!" Enhanced Selection Test
 - "The Drummer Boy of Shiloh" Enhanced Selection Test
- Mini TDA/TEA paragraph responses for all works
- Common Assessment: mini TDA/TEA paragraph writing assignments (both independent and as part of quizzes and tests for each piece of writing discussed during the marking period)
- Common Assessment: Vocabulary Quizzes
 - Teen Driving Articles
 - "Marigolds"
 - "O Captain! My Captain"
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each individual skill taught.
- PSSA Review Assessments - including, but not limited to:
 - Common Assessment: PSSA Vocabulary Assessment(s)

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- Common Assessment: Practice PSSA Activities (Study Island)
- Additional Differentiated PSSA Practice to address individual needs
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: Performance Task--Literary Analysis (TDA) Essay
- 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 (includes writing component)
 - Note: Collection tests and other summative assessments will have additional questions and/or increased difficulty in comparison to ELA 8 assessments.

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
- Vocabulary from teacher created vocabulary materials based on selections in the *Collections* textbook
- *The Giver* by Lois Lowry
- Film – *The Giver*
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News

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Curriculum Plan

Unit 3: Marking Period 3 (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.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, 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.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 this unit, students will explore how people develop their own identity within a new culture. Students will identify literary and poetic elements employed in novels, short stories, poems and nonfiction while responding to writing prompts requiring them to provide specific evidence and evidence of thorough analysis of texts (mini TDAs/TEA paragraphs). In this collection, students will write two essays: a text dependent analysis essay and an expository essay. In addition, students will focus on

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annotating skills that will help improve reading comprehension and evaluate elements of an effective argument.

Goals:

Students will:

- Recognize and analyze the elements of a story's plot and the author's methods of characterization.
- Analyze elements of a personal essay, including its purpose, structure, central idea, and supporting details.
- Use text features and graphic aids to analyze and understand a nonfiction text.
- Analyze imagery and figurative language to better understand a memoir.
- Recognize elements used in a documentary and understand and evaluate the purpose of each one.
- Use imagery and allusion to make inferences about the deeper meaning of a poem.

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)
- Write informative/explanatory text to examine a topic. (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)
- Form and use verbs in the imperative mood. (DOK 1)
- Use a context clues to ascertain the meaning of a word or phrase. (DOK 3)
- 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)
- Explain the function of verbals. (DOK 1)
- 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)
- Practice identifying and using verbals (gerunds, infinitives, and participles), misplaced/dangling modifiers, homophones, types of pronouns, and pronoun/antecedent agreement. (DOK 1, 2 and 4)
- Write analyses and mini TDA/TEA paragraph writing assignments. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

1. 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).
 - 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. Map out a story using Freytag’s Pyramid. 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 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. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - i. 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).
2. Memoir Analysis: Close Reader Text – “Museum Indians” by Susan Power (Benchmark and Formal TDA)
 - a. Close read and annotate a memoir.
 - b. Students will learn to identify poetic elements and literary terminology, making connections to author’s purpose and effect.
 - c. Annotate poetry.
 - d. Focus on - theme; characterization; narrative poetry; inferencing.
 - e. 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.
 - f. Identify 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?).

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- g. Support assumptions with textual evidence.
 - h. Without teacher instruction, 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. After assessing the Benchmark data, the TDA will be revised as a formal TDA for a grade in the major assessment category.
3. Poem Analysis: “The Powwow at the End of the World” by Sherman Alexie, “Identity” by Julio Noboa Polanco, and “Hard on the Gas” by Janet S. Wong
- a. Students 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 - imagery; structure/repetition; speaker; tone; inferencing.
 - d. Students will explore the analyzing the text questions at the end of “Powwow at the End of the World” as a basis for discussion and assessment
 - 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.
4. Nonfiction Research Study: “A Place to Call Home” by Scott Bittle and Jonathan Rochkind
- a. Analyze nonfiction elements such as title, subtitle, subheading, circle graphs, bar graphs, and block quotes as they cite evidence during close reading.
 - b. Respond to the analyzing the text questions to deepen understanding and guide discussions.
 - c. Practice and apply the critical context vocabulary from the text.
 - d. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - 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.
5. Vocabulary Activities
- a. Direct instruction and practice, using teacher created vocabulary materials based on the following selections in the *Collections* textbook:
 - i. “My Favorite Chaperone”
 - ii. “Museum Indians”
 - iii. “A Place to Call Home”/”The Powwow at the End of the World”
 - b. 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
 - c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
6. Grammar Review -- Through direct instruction, guided practice, and practical application, students will review the following: verbals (gerunds, infinitives, and participles), misplaced/dangling modifiers, homophones, types of pronouns, and pronoun/antecedent agreement.
7. 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

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- c. PSSA Vocabulary - Direct instruction, discussion, application and review of applicable PSSA vocabulary (utilize PSSA Glossary of Terms)

8. Independent Novel Study -- *Night* by Elie Wiesel

- a. Levels of Questioning - Direct instruction and modeling
 - i. Students will participate in a Socratic Seminar using level two questions.
 - ii. 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.
 - iii. Composition of a thematic essay. (MLA format will be utilized.)
 - iv. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.

Assessments:

Diagnostic:

- Common Assessment: Vocabulary Activities (from teacher created vocabulary materials based on selections in the *Collections* textbook)

Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
- Common Assessment:
 - “My Favorite Chaperone” Enhanced Selection Test
 - “Powwow at the End of the World” Selection Test
 - “A Place to Call Home” Selection Test
- Mini TDA/TEA paragraph responses for all works
- Common Assessment: mini TDA/TEA paragraph writing assignments (both independent and as part of quizzes and tests for each piece of writing discussed during the marking period)
- Common Assessment: “Museum Indians” full TDA
- Common Assessment: Vocabulary Quizzes
 - “My Favorite Chaperone”
 - “Museum Indians”
 - “A Place to Call Home”/”The Powwow at the End of the World”
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each individual skill taught.
- 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: *Night* Chapter Quizzes
- Note: The team will agree on one full TDA to be completed in this marking period in addition to the mini TDAs/TEA paragraphs, which will be completed throughout the marking period.
- 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

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- 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: Enhanced Novel Assessment (includes written component)
 - Note: Collection tests and other summative assessments will have additional questions and/or increased difficulty in comparison to ELA 8 assessments.

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
- Write an expository essay on Collection 2 themes
- Socratic Seminar - Common Rubric (If time permits, this will be completed with the entire class.)

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* textbook
- *Night* by Elie Wiesel
- Study Island
- CDT
- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 News
- Socratic Seminar Rubric

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Curriculum Plan

Unit 4: Marking Period 4 (Collection #5 Anne Frank's Legacy & *Lord of the Flies* Unit of Study)

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, 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.B-V.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.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.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.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

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 read and analyze a variety of genres as well as produce a Text Dependent Analysis Essay. 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/TEA paragraphs. In addition, students will read, study, and analyze *Lord of the Flies*.

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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 Keystone terminology.
- Write routinely.
- Engage in collaborative discussions.
- Gain strategies in order to determine key vocabulary words.
- Identify and use predicate nominative, predicate adjective, appositives, gerunds, and infinitives.
- Write a constructed response essay.
- Explore, on an introductory basis, the PA Core Standards for grade band 9-10, addressed on the Keystone Exam.
- Explore, on a more complex basis than that which was addressed earlier in the year, the literary terminology from the first marking period of grade nine.

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 a constructed response. (DOK 4)
- Practice identifying and using direct objects, indirect objects, predicate nominatives, predicate adjectives. (DOK 1, 2, and 4)
- Analyze the universal themes expressed in a novel. (DOK 4)
- Apply Keystone literary terminology to a novel. (DOK 4)

Core Activities and Corresponding Instructional Methods:

1. 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, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.

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- 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 mini TDA/TEA paragraph 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).
2. Novel Study – *Lord of the Flies* by William Golding
 - a. Students will read the novel independently.
 - 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. Comprehension questions, levels of questioning, elements of literature analysis, thematic essay, literature circles.
 - d. Student led and student-centered activities that focus on critical thinking and in-depth analysis will occur throughout the unit.
 - e. Students will write a formal mini TDA/TEA paragraph analyzing two pieces of text evidence from the novel that shows the boys’ descent into savagery.
 - a. Students will use the following prompt: William Golding’s novel *Lord of the Flies* portrays a world in which man is born evil and must be constrained by society. Analyze how Golding utilizes indirect characterization to reveal the inherent evil of man who if left to his own devices without the intervention of societal expectations/norms will resort to savagery and self-destruction.
3. Drama Analysis: Close Reader – *The Diary of Anne Frank (Scenes 1 and 2)* by Frances Goodrich and Albert Hackett
 - 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 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 as a basis for discussion and assessment.

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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 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).
4. Speech by Elie Wiesel: “After Auschwitz”
- a. Read closely, mark the text, identify and mark rhetorical devices, analyze word choice, collaborative discussion, analyzing the text questions, and selection test.
5. Poem Analysis: “There But for the Grace” by Wislawa Szymborska
- a. Students 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 - imagery; structure/repetition; speaker; tone; inferencing.
 - d. Students will explore the analyzing the text questions at the end of “There But for the Grace” as a basis for discussion and assessment.
6. Vocabulary Activities
- a. Direct instruction and practice, using teacher created vocabulary materials based on the following selections in the *Collections* textbook:
 - i. *The Diary of Anne Frank*
 - ii. “After Auschwitz”
 - b. 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
 - c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
7. Grammar Review -- Through direct instruction, guided practice, and practical application, students will review the following: review grammatical skills from marking periods 1-3, direct objects, indirect objects, predicate nominatives, and predicate adjectives.

Assessments:

Diagnostic:

- Common Assessment: Vocabulary Activities (from teacher created vocabulary materials based on selections in the *Collections* textbook)
- Practice Keystone Activities - literary devices (Study Island)

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Formative:

- Benchmarks including CDT, TDA, and essay writing will be administered according to district and department plan.
- Common Assessment: “Terrible Things” Mini TDA/TEA Paragraph
- Common Assessment: *The Diary of Anne Frank* ~~CR~~ Mini TDA/TEA Paragraph
- Common Assessment: “After Auschwitz” Enhanced Selection Test
- Common Assessment: “There But for the Grace” Selection Test
- Common Assessment: Vocabulary Quizzes
 - *The Diary of Anne Frank*
 - “After Auschwitz”
- Grammar Assessments (i.e. quizzes, graded exercises, graded activities) to be placed in the 5% category for each individual skill taught.
- Additional Formative Assessments as determined by student need in an effort to attain mastery (to be discussed by the PLC team)

Summative:

- Common Assessment: End of Marking Period Grammar Test
- Common Assessment: *Lord of the Flies* Novel Test
- Common Assessment: *Lord of the Flies* Mini TDA/TEA Paragraph (with two pieces of text evidence)
- Common Assessment: Final Exam - Enhanced Collection/Cold Read Test (including writing component)
- **Note: Collection tests and other summative assessments will have additional questions and/or increased difficulty in comparison to ELA 8 assessments.**

Extensions:

- Socratic Seminar
- Additional, more challenging CRs
- 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* textbook
- *Lord of the Flies* by William Golding
- Study Island

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- PSSA Adapted Scoring Rubrics
- Video Links from History Channel, A&E, and Channel 1 New
- Socratic Seminar Rubric
- Documentary - Ellie Weisel and Oprah Winfrey at Auschwitz
- Film – *The Boy in the Striped Pajamas*
- Film – *The Book Thief*
- Film – *Life is Beautiful*

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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

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt 2017

Curriculum Textbook is utilized in Honors 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

Name of Textbook: *Hour of the Bees* by Lindsay Eagar

Textbook ISBN #: 978-0-7636-7922-4

Textbook Publisher & Year of Publication: Candlewick Press, 2016

Name of Textbook: *The Giver* by Lois Lowry

Textbook ISBN #: 9780544336261

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

Name of textbook: *Night* by Elie Wiesel

Textbook ISBN#: 9780374500016

Textbook Publisher & Year of Publication: Hill and Wang, 2006

Name of Textbook: *Lord of the Flies* by William Golding

Textbook ISBN #: 9780140283334

Textbook Publisher & Year of Publication: Penguin Publishing Group, 1999