Berlin Brothersvalley School District
Berlin Brothersvalley Middle School
8th Grade ELA Curriculum Framework
Full Year Course

Big Idea(s) for 1st nine weeks	Concept(s) of 1st nine weeks	Competencies of 1st nine weeks	Essential Questions for 1st nine weeks
Reading independently can be an enjoyable experience. Proper pronoun usage is helpful when creating a grammatically correct piece of writing. Avoiding fragments and run-ons and writing complete sentences with appropriately placed commas helps the reader better understand the meaning of a piece of writing.	Students will know… ● the process and experience of independent reading ● various academic vocabulary words ● close reading and annotating strategies ● notices and notes while reading literature ● inferences, context clues, and characterization in short stories ● email etiquette ● pronoun usage and pronoun antecedent agreement ● fragments and run-ons ● punctuation (commas)	Students will be able to… ● demonstrate and discuss independent reading through projects ● define and apply academic vocabulary in reading and writing ● explain and demonstrate close reading strategies and annotations ● create notices and notes when reading literature ● infer while analyzing short stories ● utilize context clues to define unknown words ● characterize characters ● analyze email etiquette and produce professional emails ● correct and demonstrate proper pronoun usage and pronoun antecedent agreement ● identify and correct fragments, run-ons in writing	What are two characteristics of email etiquette? How does a reader annotate? How do you know if a pronoun and an antecedent agree in a written sentence? What role does making an inference play when analyzing a text? How can a reader determine the meaning of an unknown word in a text? How can a reader determine and support a character's traits? What are the components of a complete sentence? What are the proper uses of commas?

		● apply proper punctuation (commas) in writing	
Unit/Chapter/Selection of Study Independent Reading Project	**Approx # of weeks - % of time** 2 weeks (and ongoing)	**PA Core Standards** CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Assessment Anchors & Eligible Content** N/A
Unit/Chapter/Selection of Study Vocabulary Development and Acquisition	**Approx # of weeks - % of time** 3 weeks (and ongoing)	**PA Core Standards** CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.J Acquire and use accurately	**Assessment Anchors & Eligible Content** E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's

		<mark>grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</mark>	position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Unit/Chapter/Selection of Study Reading Comprehension Strategies ● Close Reading and Annotating ● Notices and Notes for Literature	**Approx # of weeks - % of time** 1 week	**PA Core Standards** <mark>CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</mark> <mark>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently</mark>	**Assessment Anchors & Eligible Content** N/A

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Short Story Analysis One ● Inferences Current Reading Selection: *The Flowers*	1 week	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Short Story Analysis Two ● Context clues ● Characterization Current Reading Selection: *The Ingredients*	1 week	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and	E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

			expressing their own clearly.	E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
			CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	
			CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly	
			CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. e, secede).
			CC.1.4.8.M Write narratives to develop real or imagined experiences or events.	
			CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	E08.D.2.1.1 Use verbs in the active and passive voice and in the its conventions. conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).
			CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
			CC.1.4.8.P Organize an event	E08.D.2.1.3 Vary sentence patterns

		sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events. CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing. • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	for meaning, reader/listener interest, and style.* E08.D.2.1.4 Maintain consistency in style and tone.* E08.D.2.1.5 Choose punctuation for effect.* E08.D.2.1.6 Choose words and phrases for effect.* E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun

			number and person.*
			E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
			E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.*
			E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
			E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
			E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*
			E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
			E08.D.1.2.2 Use an ellipsis to indicate an omission.
			E08.D.1.2.3 Spell correctly.
			E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*
			E08.D.1.2.5 Use punctuation to

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
			separate items in a series.*
Writing Essentials:Part One ● Email etiquette ● Pronoun Usage and Pronoun Antecedent Agreement ● Fragments and Run-Ons ● Punctuation (Commas)	1 week (continues into 2nd nine weeks)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*

Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
To produce emails with proper etiquette and punctuation shows professionalism. Analyzing a text allows a reader to comprehend a story successfully while identifying and defining vocabulary. Being able to identify and explain literary elements allows for a deeper understanding of a text.	Students will know… ● email etiquette ● pronoun usage and pronoun antecedent agreement ● fragments and run-ons ● punctuation (commas) ● irony ● vocabulary: connotative meaning ● purpose ● main idea ● text structure ● literary elements ● figurative meaning ● plot ● conflict ● theme ● evidence citations ● introduction, body paragraphs, and conclusion ● summarizing and paraphrasing ● non-fiction analysis	Students will be able to… ● analyze email etiquette and produce professional emails ● correct and demonstrate proper pronoun usage and pronoun antecedent agreement ● identify and correct fragments, run-ons in writing ● apply proper punctuation (commas) in writing ● identify and explain irony in a story ● identify vocabulary that impacts a story ● identify and explain the connection between author's purpose, main idea and text structure in a nonfiction piece ● analyze a story for literary elements to include figurative meaning, plot, conflict, and theme ● cite evidence ● create an essay that includes an introduction, body paragraphs, and conclusion ● summarize and paraphrase text ● analyze and evaluate various nonfiction *Scope* articles	What is the structure of an essay? How does a reader use literary elements to understand the meaning of a fictional text? What strategies does a reader use to understand nonfiction text? What is the difference between summarizing and paraphrasing? How does a writer correct errors in pronoun antecedent agreement?

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Writing Essentials:Part One ● Email etiquette ● Pronoun Usage and Pronoun Antecedent Agreement ● Fragments and Run-Ons ● Punctuation (Commas)	1 week (continues from 1st nine weeks)	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.* E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.* E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break. E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*
Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Short Story Analysis Three ● Irony ● Vocabulary: Connotative Meaning Current Reading Selection: *Landlady*	1 week	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says	E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says

		explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a	explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in

			word or phrase important to comprehension or expression.	word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
			CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
			CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation	E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			CC.1.5.8.E Adapt speech to a variety of contexts and tasks.	
			CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
			CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	

			E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Unit/Chapter/Selection of Study
 	
Non-Fiction Analysis One
  ● Purpose
  ● Main Idea
  ● Text Structure
 	
Current Reading Selection: *Good Bugs, Bad Bugs*
	Approx # of weeks - % of time
	
	2 weeks
		PA Core Standards
		
		CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
		
		CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
		
		CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
		
		CC.1.2.8.D Determine an author's
			Assessment Anchors & Eligible Content
			E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
			
			E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
			
			E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

| | | | point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

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

CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, | E08.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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

E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.

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

		==reading independently and proficiently== ==CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.== ==CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.==	speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bull E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Unit/Chapter/Selection of Study	**Approx # of weeks - % of time**	**PA Core Standards**	**Assessment Anchors & Eligible Content**

Novel Reading Analysis One
  ● Literary elements
  ● Figurative Meaning
  ● Plot
  ● Conflict
  ● Theme
 	
Current Reading Selection: *The Outsiders*
	3 weeks	CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
		
		CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
		
		==CC.1.3.8.I Determine or clarify the==
			E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
			
			E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
			
			E08.A-V.4.1.1 Determine or clarify the

		meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. CC.1.4.8.D Organize ideas, concepts, and information into broader	meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.1 Introduce text(s) for the

			categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone	intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented. E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact). E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.* E08.D.2.1.4 Maintain consistency in style and tone.*

			E08.D.2.1.5 Choose punctuation for effect.*
			E08.D.2.1.6 Choose words and phrases for effect.*
			E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
			E08.E.1.1.5 Establish and maintain a formal style.
			E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin

			affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
			E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Unit/Chapter/Selection of Study	**Approx # of weeks - % of time**	**PA Core Standards**	**Assessment Anchors & Eligible Content**
Novel Written Analysis One ● Citing evidence ● Introduction, body paragraphs, and conclusion ● Summarizing and paraphrasing Current Reading Selection: *The Outsiders*	1 week	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Non-Fiction Analysis Two ● *Scope* Articles	1 week (continues into 3rd nine weeks)	CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently CC.1.5.8.A Engage effectively in a	E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. E08.B-V.4.1.2 Demonstrate

Big Idea(s) for 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions for 3rd nine weeks
Using verbs correctly in writing is necessary for a writer to be understood. Being able to identify and explain elements of nonfiction and fiction texts in both discussion and in writing enhances a deeper understanding. Effective readers and writers recognize bias and the effect it has on a text's message.	Students will know… ● non-fiction analysis ● writing essentials (part two) ● verbals ● active and passive voice ● verb usage and verb tense ● verb moods ● phrases and clauses ● misplaced and dangling modifiers ● subject/verb agreement ● punctuation (i.e., ellipsis, parentheses, and dashes ● perspective and bias ● evidence citations ● introduction, body	Students will be able to… ● analyze and evaluate various nonfiction *Scope* articles ● explain and apply verbals in writing ● explain and apply active passive voice in writing ● explain and apply subject/verb agreement in writing ● explain and apply usage and verb tense in writing ● explain and apply verb voice and mood in writing ● label and demonstrate phrases and clauses in writing ● identify and correct misplaced	How does a writer use verbs correctly when writing? How does a reader recognize perspective and bias in a text? How does a reader evaluate perspective and bias in a text? What are the rules for using ellipsis, parentheses, and dashes in writing?

		and dangling modifiers ● explain and demonstrate the uses of various forms of punctuation (i.e., ellipsis, parentheses, and dashes ● analyze perspective and bias found in non-fiction ● create an essay that includes introduction, body paragraphs, and conclusion ● summarize and paraphrase text	
Unit/Chapter/Selection of Study Non-Fiction Analysis Two ● *Scope* Articles	**Approx # of weeks - % of time** 1 week (continues from the 3nd nine weeks)	**PA Core Standards** CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.8.K Determine or clarify the	**Assessment Anchors & Eligible Content** E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation. E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context

		PA Core Standards (continued)	Assessment Anchors & Eligible Content (continued)
		meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.4.8.G Write arguments to support claims.	(e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text. E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Unit/Chapter/Selection of Study	**Approx # of weeks - % of time**	**PA Core Standards**	**Assessment Anchors & Eligible Content**
Writing Essentials: Part Two ● Verbals ● Active Passive Voice	3 weeks	CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,	E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their

● Verb Usage and Verb Tense ● Verb Voice and Mood ● Phrases and Clauses, Misplaced and Dangling Modifiers ● Subject/Verb Agreement ● Punctuation (i.e., ellipsis, dash, parentheses, and dashes		<mark>punctuation, and spelling.</mark>	function in particular sentences. E08.D.1.1.2 Form and use verbs in the active and passive voice. E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.* E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.* E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).* E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.* E08.D.1.2.2 Use an ellipsis to indicate an omission. E08.D.1.2.3 Spell correctly. E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to

			set off nonrestrictive/parenthetical elements.* E08.D.1.2.5 Use punctuation to separate items in a series.*
Unit/Chapter/Selection of Study Non-Fiction: Perspective and Bias	**Approx # of weeks - % of time** 1 week	**PA Core Standards** CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CC.1.4.8.H Introduce and state an opinion on a topic. CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows	**Assessment Anchors & Eligible Content** E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented. E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to

		from and supports the argument presented. CC.1.4.8.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Create tone and voice through precise language. • Establish and maintain a formal style CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact). E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.* E08.D.2.1.4 Maintain consistency in style and tone.* E08.D.2.1.5 Choose punctuation for effect.* E08.D.2.1.6 Choose words and phrases for effect.* E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.D.1.1.1 Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.

			E08.D.1.1.2 Form and use verbs in the active and passive voice.
			E08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
			E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.*
			E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
			E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.*
			E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
			E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.*
			E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
			E08.D.1.1.10 Correctly use frequently confused words (e.g., to, too, two;

			there, their, they're).*
			E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.*
			E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
			E08.D.1.2.2 Use an ellipsis to indicate an omission.
			E08.D.1.2.3 Spell correctly.
			E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*
			E08.D.1.2.5 Use punctuation to separate items in a series.*
Unit/Chapter/Selection of Study Novel Reading Analysis Two Current Reading Selection: *The Giver*	**Approx # of weeks - % of time** 3 weeks	**PA Core Standards** CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says	**Assessment Anchors & Eligible Content** E08.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says

			explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.	explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
			CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools	E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
			CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
			CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
			CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	
			CC.1.4.8.S Draw evidence from	E08.E.1.1.1 Introduce text(s) for the intended audience, state an opinion

		literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CC.1.4.8.W Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. E08.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events. E08.E.1.1.5 Establish and maintain a formal style. E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Novel Written Analysis Two ● Citing evidence ● Introduction, body paragraphs, and conclusion ● Summarizing and paraphrasing Current Reading Selection: *The Giver*	1 week	CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.5.8.E Adapt speech to a variety of contexts and tasks. CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.	E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Big Idea(s) for 4th nine weeks	Concept(s) of 4th nine weeks	Competencies of 4th nine weeks	Essential Questions for 4th nine weeks
Writing a proper resume, gathering references, and completing a job application are essential steps to master in order to successfully obtain a job. Poetry consists of various elements to include craft and structure, figurative meaning, and mood. Understanding the characteristics of historical fiction aids the reader in the context of the story.	Students will know… ● resume ● references ● job applications ● poetry analysis ● figurative meanings and connotative meanings ● craft and structure ● voice, mood, and tone ● various ELA skills ● historical fiction analysis and non-fiction analysis ● the components of a digital scrapbook	Students will be able to… ● create a resume ● request and gather references ● complete a job application ● analyze poetry for its figurative meanings, connotative meanings, craft, structure, voice, mood, and tone ● demonstrate and apply various ELA skills ● analyze and discuss historical fiction and non-fiction ● create written items based on readings (poem, response, essay, etc.) ● research and design a digital scrapbook	What materials should an applicant prepare when seeking a job? How can a reader analyze and understand poetry? How does a reader write a poem based on a text? When designing a digital scrapbook, how can the creator ensure the validity of the research? What is an effective way to layout information in a digital scrapbook?
Unit/Chapter/Selection of Study Resume, References, and Job Applications	**Approx # of weeks - % of time** 1 week	**PA Academic Standards for Career Education and Work** 13.2.8.C. Prepare a draft of career acquisition documents, such as, but not limited to: Job application Letter of appreciation following an interview Letter of introduction Request for letter of recommendation Resume	**Assessment Anchors & Eligible Content** N/A

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content
Poetry Analysis ● Figurative Meanings and Connotative Meanings ● Craft and Structure ● Voice, mood, and tone	2 weeks	CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style	E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). E08.A-V.4.1.2 Demonstrate

			understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
			E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
			E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
			E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			E08.A-V.4.1.1 Determine or clarify the

			meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Unit/Chapter/Selection of Study Application, Assessment, and Remediation of ELA skills	**Approx # of weeks - % of time** 1 week	**PA Core Standards** CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	**Assessment Anchors & Eligible Content** N/A

		CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Unit/Chapter/Selection of Study Historical Fiction Reading Analysis: Current Reading Selections: *Night* or *The Boy in the Striped Pajamas*	**Approx # of weeks - % of time** 3 weeks	**PA Core Standards** CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Assessment Anchors & Eligible Content** N/A
Unit/Chapter/Selection of Study Historical Fiction Written Analysis: Current Reading Selections: *Night* poem and *The Boy in the Striped Pajamas* digital book	**Approx # of weeks - % of time** 1 week	**PA Core Standards** CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**Assessment Anchors & Eligible Content**

Unit/Chapter/Selection of Study	Approx # of weeks - % of time	PA Core Standards	Assessment Anchors & Eligible Content 4
Digital Scrapbook	1 week	CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others	N/A

Standards Legend: Essential   Important   Supplementary

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