



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED INSTRUCTION OVERVIEW**

<b>Course Title:</b> English Language Arts <b>Grade Level(s):</b> 8 <b>Units of Credit:</b> <b>Classification:</b> Required	<b>Length of Course:</b> 30 cycles <b>Periods Per Cycle:</b> 6 <b>Length of Period:</b> 47 minutes <b>Total Instructional Time:</b> 141 hours
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***Course Description***

Students in this course expand their knowledge of literary concepts through exploration and application of a variety of literary genres: fiction, poetry, nonfiction, persuasion techniques, and drama. While focusing on comprehension, analyzing and interpreting plot development, characterization, conflict, figurative language, inferencing, elements of nonfiction, text structure, author’s purpose, vocabulary development, propaganda and other relevant literacy skills students will read and respond to a variety of texts. Writing skills will continue to be developed with more complex paragraph development, word usage, transitions, leads, as well as, organization, focus, style, content development, and conventions.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

Bell Ringers	Inferencing	Writing Process/Workshop
Anticipatory Sets	Critical Thinking	Graphic Organizers
Closure Activities	Guided Reading	Journaling
Interaction Sequence	Whole-class Literature Study	Reports and Speeches
Posted Objectives	Small-group Interventions	Research
Wait-time/extended	Class Discussion	Technology Integration
Repeat-to-remember	Vocabulary building and integration	Teacher Modeling
Homework	Literature Circles	Speeches and Performances
Independent Reading	Book Logs and Talks	

***Assessments***

Homework	Informal and Extended Writing Pieces	CDTs
Speeches and Performances	Teacher Observation	PSSA Reading Coach Practice Tests
Presentations	Teacher-made Tests and Quizzes	Journaling
Projects	Unit Tests	SSR/Book-a-Month Assessment
Research Reports		

***Materials/Resources***

Prentice Hall Literature Pennsylvania: Language and Literacy	Supplemental Readings and Writings/Mentor Texts	SAS
Lessons that Change Writers, by Nancie Atwell	PSSA Released Passages	Digital Resources
Classroom Libraries		

**Adopted:** 1/27/88

**Revised:** 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14

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<b>1.2 Reading Informational Text</b> <b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Main Idea	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.
Key Ideas and Details – Text Analysis	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.
Craft and Structure – Point of View	CC.1.2.8.D - 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.
Craft and Structure – Text Structure	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.
Craft and Structure – Vocabulary	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.
Integration of Knowledge and Ideas – Diverse Media	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.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.8.H - Evaluate author’s arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

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<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Integration of Knowledge and Ideas – Analysis Across Texts	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.
Vocabulary Acquisition and Use	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.
Range of Reading	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 non-fiction and informational text on grade level, reading independently and proficiently.

<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Key Ideas and Details – Theme	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.
Key Ideas and Details – Text Analysis	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.
Key Ideas and Details – Literary Elements	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.
Craft and Structure – Point of View	CC.1.3.8.D - 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.
Craft and Structure – Text Structure	CC.1.3.8.E - Analyze the development of the meaning through the overall structure of multiple texts.
Craft and Structure – Vocabulary	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.
Integration of Knowledge and Ideas – Sources of Information	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.
Integration of Knowledge of Ideas – Text Analysis	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.

<b>1.3 Reading Literature</b> <b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Vocabulary Acquisition and Use - Strategies	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.
Vocabulary Acquisition and Use	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.
Range of Reading	CC.1.3.8.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.8.A - Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
Informative/Explanatory – Focus	CC.1.4.8.B - Identify and introduce the topic clearly, including a preview of what is to follow.
Informative/Explanatory – Content	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.
Informative/Explanatory – Organization	CC.1.4.8.D - Organize ideas, concepts, and information into broader 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.
Informative/Explanatory – Style	CC.1.4.8.E - Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul>
Informative/Explanatory – Conventions of Language	CC.1.4.8.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.8.G - Write arguments to support claims.

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<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Opinion/Argumentative – Focus	CC.1.4.8.H - Introduce and state an opinion on a topic.
Opinion/Argumentative - Content	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.
Opinion/Argumentative – Organization	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 from and supports the argument presented.
Opinion/Argumentative – Style	CC.1.4.8.K - Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice through precise language.</li> <li>• Establish and maintain a formal style.</li> </ul>
Opinion/Argumentative – Conventions of Language	CC.1.4.8.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Narrative	CC.1.4.8.M - Write narratives to develop real or imagined experiences or events.
Narrative – Focus	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.



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Narrative – Content	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.
Narrative - Organization	CC.1.4.8.P - Organize an event 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.
Narrative – Style	CC.1.4.8.Q - Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> <li>• Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Create tone and voice through precise language.</li> </ul>
Narrative – Conventions of Language	CC.1.4.8.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Response to Literature	CC.1.4.8.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
Production and Distribution of Writing – Writing Process	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.

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<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
Technology and Publication	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.
Conduction Research	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.
Credibility, Reliability, and Validity of Sources	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.
Range of Writing	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.

<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration – Collaborative Discussion	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.
Comprehension and Collaboration – Critical Listening	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.
Comprehension and Collaboration – Evaluating Information	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.
Presentation of Knowledge and Ideas – Purpose, Audience, and Task	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.
Presentation of Knowledge and Ideas – Context	CC.1.5.8.E - Adapt speech to a variety of contexts and tasks.
Integration of Knowledge and Ideas – Multimedia	CC.1.5.8.F - Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
Conventions of Standard English	CC.1.5.8.G - Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.