

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 8, ELA Overarching Thematic Concept: Change	
<b>Marking Period 1: Thematic Concept:</b> Justice	
<b>Thematic Big Idea:</b> Justice evokes Change.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• What is justice?</li> <li>• How is justice served?</li> <li>• What is the result of justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Justice is the quality of being fair and reasonable.</li> <li>• Justice is served when individual/collective beliefs about what is fair and right are upheld.</li> <li>• People’s perspective of justice or lack of justice motivates change.</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 8, ELA Overarching Thematic Concept: Change	
<b>Marking Period 2: Thematic Concept:</b> Choices	
<b>Thematic Big Idea:</b> Choice influences Change.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• What is choice?</li> <li>• How are choices made?</li> <li>•</li> <li>• What makes choice difficult (or easy)?</li> <li>•</li> <li>• What happens when choices are made?</li> </ul>	<ul style="list-style-type: none"> <li>• Choice is the freedom to make a decision.</li> <li>• Choices are made in light of internal and external input (e.g. information, personal desires, possible outcomes, conflicts).</li> <li>• Choices vary from simple to complex, and their outcomes from predictable to unpredictable.</li> <li>• Choices can create internal tension between a human’s desire for self-advancement versus moral conscience.</li> <li>• Choices have intended and unintended consequences.</li> <li>• Choices can resolve, aggravate, or create conflict.</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 8, ELA Overarching Thematic Concept: Change	
<b>Marking Period 3: Thematic Concept:</b> Adversity	
<b>Thematic Big Idea:</b> Adversity can be beneficial or detrimental to Change.	
<b>Essential Questions:</b>	<b>Understandings: Students will understand THAT . . .</b>
<ul style="list-style-type: none"> <li>• What is adversity?</li> <li>• How does adversity shape identity?</li> <li>•</li> <li>• How does adversity result in change?</li> </ul>	<ul style="list-style-type: none"> <li>• Adversity is a condition of affliction, marked by suffering or misfortune.</li> <li>• One’s response to adversity is influenced by experience, perspective, beliefs, and values, which affect identity.</li> <li>• Adversity can have a negative and/ or positive effect resulting in change.</li> </ul>

<b>Quarterly Thematic Concepts</b>	
<b>Grade, Subject:</b> Grade 8, ELA Overarching Thematic Concept: Change	
<b>Marking Period 4: Thematic Concept:</b> Relationships	
<b>Thematic Big Idea:</b> Change can strengthen or weaken Relationships.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What characterizes a healthy relationship?</li><li>• What makes a relationship “work” or function?</li><li>• What impacts a relationship?</li></ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"><li>• A healthy relationship is one in which both parties feel respected, even when conflict arises.</li><li>• Healthy relationships are interdependent. Each member exhibits behaviors beneficial to the other.</li><li>• Conflict can create changes in a relationship.</li></ul>

<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
<b>PA Core Standards:</b> CC.1.2.8.A Main Idea CC.1.2.8.B–C Text Analysis CC.1.2.8.D Point of View CC.1.2.8.E Text Structure CC.1.2.8.F Vocabulary	CC.1.2.8.G Diverse Media CC.1.2.8.H Evaluating Arguments CC.1.2.8.I Analysis Across Texts CC.1.2.8.J-K Vocabulary CC.1.2.8.L Range of Reading
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why read informational texts? PACS 1.2.8ABC</li> <li>• What makes the central ideas obvious to the reader? PACCS 1.2.8DEG</li> <li>• What influences a text’s credibility? PACCS 1.2.8FH</li> <li>• Why read conflicting views on the same topic? PACCS 1.2.8I</li> <li>• Why is it crucial to understand specific terms associated with a topic? PACCS 1.2.8</li> <li>• What can a reader do to gain an extensive vocabulary to understand texts at an appropriate grade level? PACCS 1.2.8KL</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• People read informational texts to find the main idea, supporting details, and summarize key points.</li> <li>• People read informational texts to draw conclusions and generalizations from about the key points presented in the text.</li> <li>• People read informational texts to make connections among and distinctions between individuals, ideas, or events.</li> <li>• An author’s point of view and response to conflicting evidence reveal his/her key points.</li> <li>• An author’s use of text structure within sentences or paragraphs refines the concepts.</li> <li>• An author’s choice of media (print or digital text, video, multimedia) influences the reader’s understanding of the content.</li> <li>• The author’s word choice influences how the reader evaluates the information.</li> <li>• The author’s reasoning, specific claims, and the relevance of the evidence make the information believable.</li> <li>• Reading conflicting views allows one to identify where the texts disagree on matters of fact or opinion.</li> <li>• Content, specific terms or phrases help the reader comprehend the topic.</li> <li>• Knowledge of specific terms allows for independent understanding of text.</li> <li>• Readers can use multiple strategies and tools to figure out unfamiliar words, as well as words with multiple meanings.</li> <li>• Readers use acquired vocabulary independently in their speech and writing.</li> </ul>

<p><b>Knowledge:</b> <u>Key Vocabulary</u></p> <ul style="list-style-type: none"><li>• <b>Objective summary-</b> A brief but accurate description, in your own words, of the content of a source without bias or opinion.</li><li>• <b>Supporting details-</b> Evidence that verifies the main idea.</li><li>• <b>Textual evidence-</b> Information found in a text used to support a position.</li><li>• <b>Infer (Inferences)-</b> The act or process of deriving logical conclusions from premises known or assumed to be true.</li><li>• <b>Author's Point of View/Purpose-</b> The reason an author decides to write about a specific topic (to inform, persuade, entertain, or explain ideas).</li><li>• <b>Text Structure-</b> Cause and Effect, Sequence, Description, Compare and Contrast, Problem/Solution, Question and Answer.</li><li>• <b>Content Vocabulary-</b> (will vary depending on text).</li><li>• <b>Bias-</b> Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Use grade level appropriate vocabulary strategies to determine meaning.</li><li>• Express comprehension through the use of grade level content vocabulary.</li><li>• Read and comprehend informational texts independently and proficiently.</li><li>• Compare and contrast the benefits of using various mediums.</li><li>• Analyze the validity of a source.</li><li>• Compare and contrast information from conflicting sources.</li></ul>
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<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.3 Reading Literature</b> Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
<b>PA Core Standards:</b> CC.1.3.8.A Theme CC.1.3.8.B Text Analysis CC.1.3.8.C Literary Elements CC.1.3.8.D Point of View C.1.3.8.E Text Structure	CC.1.3.8F Vocabulary CC.1.3.8.G Sources of Information CC.1.3.8.H Text Analysis CC.1.3.8.I-J Vocabulary CC.1.3.8.K Range of Reading
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the value of reading literary texts? PACCS 1.3.8ABH</li> <li>• How does the author’s craft contribute to the enjoyment of the story? PACCS 1.3.8CDEF</li> <li>• Can a film ever be an accurate representation of a literary text? PACCS 1.3.8G</li> <li>• What can a reader do to gain an extensive vocabulary to understand stories at an appropriate grade level? PACCS 1.3.8IJK</li> </ul>	<b>Understandings: Students will understand THAT...</b> <ul style="list-style-type: none"> <li>• People read fiction to interpret or grasp the author’s message, portrayed through the characters, setting, and plot.</li> <li>• People use the evidence presented by the author to support their inferences, generalizations, and conclusions about the story’s message (theme).</li> <li>• Readers can analyze a modern work of fiction by drawing on the themes, patterns, and character types from classic literature.</li> <li>• Dialogue and events propel the action and contribute to characterization.</li> <li>• Points of view of the characters and the reader create suspense and humor.</li> <li>• The structure of text contributes to its meaning and style, while figurative language contributes to meaning and tone.</li> <li>• Readers and viewers evaluate the choices of directors and actors to stay faithful or depart from the original text.</li> <li>• Readers can use multiple strategies and tools to figure out unfamiliar words, as well as words with multiple meanings.</li> <li>• Readers use acquired vocabulary independently in their speech and writing.</li> </ul>

**Knowledge:**

**Key Vocabulary**

- **Alliteration**- repetition of initial consonant sounds; draws attention to certain words or ideas; to imitate sounds; to create a musical effect
- **Allusion**- reference to a well-known person, place, event, literary work, or work of art
- **Analogies**- a comparison between 2 or more things that are similar in some way, but otherwise unlike
- **Audience**- the person or group of people who will read an author's work; the observers of a drama
- **Characters**- a person or animal that takes part in the action of a literary work; sometimes classified as flat and round, as well as main, major, or minor
- **Climax**- the turning point; the high point in the action of the plot
- **Conflict**- the struggle between opposing forces (internally and externally); one of the most important elements of a novel, story, or play because it causes action
- **Connotation**- the set of ideas associated with a word in addition to its explicit meaning; it can be personal or based on individual experiences
- **Denotation**- the dictionary meaning of a word; independent of other associations that the word may have
- **Dialogue**- conversation between characters, usually set off by quotation marks to indicate a speaker's exact words
- **Drama**- a story written to be performed by actors; one can also read the script, a written version, and imagine the action
- **Exposition**- the part of the work that introduces the characters, setting, and basic situation
- **Falling action**- the part of the literary plot that occurs after the climax
- **Figurative language**- writing or speech that is not meant to be taken literally; common figures of speech include metaphor, personification, and simile; used to state ideas in vivid and imaginative ways

**Skills:**

- Analyze and explain the theme or central idea of a text.
- Provide an objective summary of a text.
- Cite textual evidence to support inferences, generalizations, and conclusions.
- Analyze how the author's craft propels the action, story, or characterization and creates specific mood and tone.
- Compare and contrast text structure in multiple works.
- Determine how text structure affects meaning and style.
- Analyze the influence of figurative and connotative language.
- Compare and contrast film and text versions of the same literary work.
- Analyze the influence of classic literature on modern works.
- Use grade level appropriate vocabulary strategies to determine meaning.
- Express comprehension through the use of grade level content vocabulary.
- Read and comprehend literary fiction independently and proficiently.

- **Flashback-** a scene within a story that interrupts that sequence of events to relate events that occur in the past
- **Foreshadowing-** the author's use of clues to hint at what might happen later in the story; used to build their reader's expectations and to create suspense
- **Humor-** the quality of being comedic expressed in literature
- **Hyperbole-** exaggerated statement or claim not meant to be taken literally
- **Idioms-** an expression that has a meaning particular to a language or region
- **Imagery-** words or phrases that appeal to one or more of the five senses
- **Inference-** a conclusion reached on the basis of text evidence and reasoning
- **Irony-** the general name given to literary techniques that involve surprising, interesting, or amusing contradictions
- **Metaphor-** a figure of speech in which something is described as though it were something else
- **Mood-** the feeling created by a literary work or passage
- **Motif-** a reoccurring element that has symbolic significance in a literary work
- **Onomatopoeia-** the use of words that imitate sound
- **Personification-** a type of figurative language where a non-human subject is given human characteristics
- **Plot-** the sequence of events in which each event results from a previous one and causes the next
- **Point of view-** the perspective or vantage point from which a story is told, either a narrator outside the story or a character in the story
- **Pun-** a joke exploiting the different possible meanings of a word; words that sound alike but have different meanings
- **Resolution-** the outcome of the conflict in a plot
- **Rising action-** the series of events in a literary plot that build toward the climax
- **Setting-** the time and place of the action
- **Simile-** a figure of speech that uses like or as to make a direct

<p>comparison between two unlike ideas</p> <ul style="list-style-type: none"><li>• <b>Stylistic devices</b>- the use of any of a variety of techniques to enhance a literary work (i.e. figurative language)</li><li>• <b>Summary</b>- a brief statement of the main points of a literary text</li><li>• <b>Suspense</b>- feeling of anxious uncertainty about the outcome of events in a literary</li><li>• <b>Symbolism</b>- anything that stands for or represents something else</li><li>• <b>Text structure</b> – information organization</li><li>• <b>Theme</b>- a central message, concern, or purpose in a literary work</li></ul>	
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<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.4 Writing - Informative/Explanatory</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.	
<b>PA Core Standards:</b> CC.1.4.8.A Informational/Explanatory Writing CC.1.4.8.B Focus CC.1.4.8.C Content	CC.1.4.8.D Organization CC.1.4.8.E Style CC.1.4.8.F Conventions of Language
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why write informational pieces?</li> <li>• How are topics developed?</li> <li>• How should information be presented and organized?</li> <li>• How does style affect writing?</li> <li>• How do correct conventions make writing more credible?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• People write to examine a topic and convey ideas, concepts, and information clearly.</li> <li>• Topics are developed and analyzed with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Topic development can be enhanced from graphics and multimedia when appropriate.</li> <li>• Information can be conveyed through definition, description, synthesis, and analysis of a topic.</li> <li>• Writers can use a procedural- sequential, problem-solution, or cause-effect structure to organize information.</li> <li>• Writers should use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Using appropriate style demonstrates mastery of language, which creates effective writing.</li> <li>• Style creates tone and voice through varied sentence lengths and complexities to establish a formal style.</li> <li>• Using appropriate style demonstrates mastery of language, which creates effective writing.</li> <li>• Style creates tone and voice through varied sentence lengths and complexities to establish a formal style.</li> <li>• The use of correct conventions (English grammar, usage, capitalization, punctuation, and spelling) shows that the text is reliable.</li> </ul>

<p><b><u>Knowledge:</u></b> <b><u>Academic Vocabulary/ Facts</u></b></p> <ul style="list-style-type: none"><li>• <b>Facts</b>- things that can be proven through evidence.</li><li>• <b>Credible source</b>- a text or other resource that is trustworthy.</li><li>• <b>Procedural- sequential text structure</b>- a text structure that follows a list of steps or a sequential order.</li><li>• <b>Problem-solution text structure</b>- a type of structure that sets up a problem or problems, explains the solution, and then discusses the effects of the solution.</li><li>• <b>Cause-effect text structure</b>- a structure that presents the causal relationship between a specific event, idea, or concept and the events, ideas, or concept that follow.</li><li>• <b>Formal style</b>- a style of writing that is used mainly in academics and business writing. Formal writing avoids abbreviations, contractions, and clichés. Formal writing usually is written without the use of second person pronouns (you, your).</li><li>• <b>Objective third person</b>- a point of view that does not give an opinion and uses third person pronouns.</li><li>• <b>Plagiarism</b>- taking another person's written work and presenting it as one's own.</li><li>• <b>MLA format (citations)</b>- a way to give credit to the authors of any sources used in the writing of an informational piece; MLA stands for Modern Language Association, which is the style of citation.</li><li>• <b>Hook</b>- the attention-grabbing sentence that makes the reader want to read on.</li><li>• <b>Clincher</b>- the closing sentence of the essay that leaves your reader with a memorable thought, question, statistic, anecdote, or quotation.</li><li>• <b>Thesis statement</b>- the controlling idea.</li><li>• <b>Active reading</b>- ability to identify the central point and main</li></ul>	<p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"><li>• Write a multi-paragraph essay with an introduction, body, and conclusion.</li><li>• Define, identify, and create controlling idea.</li><li>• Use primary and secondary sources to locate, sort, and select reasons to support the controlling idea based on facts, examples, and/or evidence.</li><li>• Distinguish between relevant and irrelevant reasons/evidence.</li><li>• Use credible facts and relevant details as evidence to support reasons.</li><li>• Integrate an appropriate variety of reasons and evidence to support controlling idea.</li><li>• Organize reasons and support in a logical way, including effective transitions.</li><li>• Demonstrate a grade appropriate command of the conventions of the English language (i.e. spelling, capitalization, punctuation).</li></ul>
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supporting elements of a text.

- **Active note taking-** ability to read purposefully and select relevant information; to summarize and/or paraphrase.
- **Introduction**
  - Begins with a hook sentence(s) that captures the reader's attention or serves as an enticement for reading on.
  - Gives background information on the topic.
  - Includes the thesis statement.
- **Body Paragraph-**
  - Begins with a topic sentence that states the main point of the paragraph and relates it to the thesis statement.
  - Contains well-organized examples, quotations, comparisons, analogies.
  - May end with a transition.
- **Conclusion-** wraps up the essay by echoing the thesis statement without repeating it. Conclusions may:
  - Pose a question of future thought.
  - Suggest a course of action.
  - Include a detail or example from the introduction to "tie up" the essay.
  - End with a strong image or a bit of wit.

<p><b>Grade, Subject:</b> Grade 8, ELA</p>	
<p><b>Strand 1.4 Writing - Narrative</b>                  Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.</p>	
<p><b>PA Core Standards:</b>                  CC.1.4.8.M Narrative Writing                  CC.1.4.8.N Focus                  CC.1.4.8.O Content</p>	<p>CC.1.4.8.P Organization                  CC.1.4.8.Q Style                  CC.1.4.8.R Conventions of Language</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why write narrative pieces?</li> <li>• How are narratives developed?</li> <li>• How should narratives be organized?</li> <li>• How does style affect writing?</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• People write to convey experiences (real or imaginary).</li> <li>• People write narrative pieces to inform, instruct, persuade, or entertain.</li> <li>• Narratives are developed through the use of dialogue, description, reflection, pacing, precise words and phrases, relevant descriptive details, and sensory details.</li> <li>• Narratives should follow a logical and natural event sequence enhanced by transition words, phrases, and clauses to convey sequence.</li> <li>• Using appropriate style demonstrates mastery of language, which creates effective writing.</li> <li>• Style creates tone and voice through varied sentence lengths and complexities to establish a formal style.</li> </ul>
<p><b>Knowledge:</b>  <u>Academic Vocabulary/ Facts</u></p> <ul style="list-style-type: none"> <li>• <b>Dialogue-</b> vocal exchange between two or more characters. One of the ways in which plot, character, action, etc. are developed.</li> <li>• <b>Plot</b> - all the events in a story</li> <li>• <b>Transition words-</b> phrases or words used to connect one idea to the next;</li> <li>• Sequence of events used by the author to help the reader progress from one significant idea to the next</li> <li>• <b>Sensory details</b> - describe what is seen, heard, smelled, tasted, or touched.</li> <li>• <b>Conflict-</b> an inherent incompatibility between the objectives</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a multi-paragraph story with a well-developed plot.</li> <li>• Incorporate basic story elements.</li> <li>• Use primary and secondary sources to locate, sort, and select ideas to create an authentic narrative.</li> <li>• Distinguish between relevant and irrelevant reasons/evidence.</li> <li>• Develop complexity of character, place, or time using sufficient detail.</li> <li>• Integrate various stylistic devices (i.e. imagery, tone, humor, suspense) to support the purpose of the narrative.</li> <li>• Employ a narrative structure (chronological or descriptive) appropriate to the story, including effective transitions.</li> <li>• Demonstrate a grade appropriate command of the conventions of</li> </ul>

<p>of two or more characters or forces; used to create tension within the story</p> <ul style="list-style-type: none"><li>• <b>Resolution</b> - outcome of the conflict in a play or story or movie</li><li>• <b>Point of view</b>- the vantage point from which the author presents action of the story. <b>Characterization</b>- author's expression of a character's personality through the use of action, dialogue, thought, or commentary by the narrator or another character.</li><li>• <b>Theme</b>- a common thread or repeated idea that is incorporated throughout a literary work.</li><li>• <b>Setting</b>- the time, place, physical details, and circumstances in which a situation occurs.</li><li>• <b>Historical context</b>- the political, social, cultural, and economic environment related to historical moments, events, and trends.</li></ul>	<p>the English language (i.e. spelling, capitalization, punctuation).</p>
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<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.4 Writing - Opinion/Argumentative</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well defined perspective and appropriate content.	
<b>PA Core Standards:</b> CC.1.4.8G Opinion/Argumentative Writing CC.1.4.8.H Focus CC.1.4.8.I Content	CC.1.4.8.J Organization CC.1.4.8.K Style CC.1.4.8.L Conventions of Language
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why write argumentative pieces?</li> <li>• Where do opinions “come from?”</li> <li>• What makes a piece of writing argumentative?</li> <li>• How should a claim/position be organized?</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>• People write to express what they think or believe (i.e., their opinions) about what they read and about certain topics.</li> <li>• People write to change the reader’s point of view, bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue or problem.</li> <li>• People’s opinions/ positions come from what they read, what they experience, what they believe and value, and what happens in their surroundings.</li> <li>• People’s opinions are formed from a personal bias.</li> <li>• Argumentative writing convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered.</li> <li>• Argumentative claims/positions are supported by logical reasoning, relevant evidence, using accurate, and credible sources.</li> <li>• Argumentative claims demonstrate a writers thorough understanding of a topic.</li> <li>• Argumentative writing distinguishes a claim from alternate or opposing claims.</li> <li>• Argumentative writing does not convey a personal bias (i.e., emotions and personal credentials of the writer).</li> <li>• Organize a claim with clear reasons and evidence.</li> <li>• Clarify relationships among claims, counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion.</li> <li>• Prove a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>Knowledge:</b> <u>Academic Vocabulary/ Facts</u> <ul style="list-style-type: none"> <li>• <b>Claim statement-</b> controlling idea that the essay defends</li> <li>• <b>Counterclaim-</b> a claim made to offset another claim</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Write a multi-paragraph essay with an introduction, body, and conclusion.</li> </ul>

- **Fact-** things that can be proven through evidence
- **Opinion-** a view or judgment formed about something, not necessarily based on fact or knowledge
- **Point of view-** a particular way of thinking about or judging a situation
- **Author's purpose-** the reason an author writes something; to inform, persuade, entertain
- **Bias -** Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
- **Pro-** supporting ideas
- **Con-**opposing ideas
- **Active reading-** ability to identify the central point and main supporting elements of a text
- **Note taking** – ability to read purposefully and select relevant information; to summarize and/or paraphrase

#### Attributes

- **An effective introduction**
  - Begins with a hook sentence(s) that captures the reader's attention or serves as an enticement for reading on
  - Gives background information on the topic
  - Includes the thesis statement
- **An effective body paragraph-**
  - Begins with a topic sentence that states the main point of the paragraph and relates it to the thesis statement
  - Contains well-organized examples, details, quotations, comparisons, analogies
  - May end with a transition
- **An effective conclusion-** wraps up the essay by echoing the thesis statement without repeating it. Conclusions may:
  - Pose a question of future thought
  - Suggest a course of action
  - Include a detail or example from the introduction to "tie up" the essay
  - End with a strong image or a bit of wit.

- Define, identify, and create claim statements.
- Use primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence for two sides of an issue/topic.
- Distinguish between relevant and irrelevant reasons/evidence.
- Use credible facts and relevant details as evidence to support reasons for a position.
- Integrate an appropriate variety of reasons and evidence into a claim/position.
- Acknowledge and counter opposing points of view.
- Organize reasons and support in a logical way.
- Use transitions to connect claims and support.
- Select format, audience, and "outlet" for an opinion piece that is appropriate to the purpose of the piece.

<p><b>Grade, Subject:</b> Grade 8, ELA</p>	
<p><b>Strand 1.4 Writing – Conducting Research</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p><b>PA Core Standards:</b> CC.1.4.8.V Conducting Research CC.1.4.8.W Credibility, Reliability, and Validity of Sources</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are answers found to life’s big questions? PACCS 1.4.8V</li> <li>• What are effective information gathering habits? PACCS 1.4.8 W</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• Answers are found by generating specific focused questions after consulting several sources, such as print and digital sources.</li> <li>• Information can be gathered from different print and digital sources, using precise search terms.</li> <li>• Information should be quoted or paraphrased from credible sources, using a standard format for citation these sources.</li> </ul>
<p><b>Knowledge:</b> <b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>MLA Style-</b> a way to give credit to the authors of any sources used in the writing of an informational piece; MLA stands for Modern Language Association, which is the style of citation</li> <li>• <b>Parenthetical Citation-</b> a part of MLA Citation used to give credit to an author within the text</li> <li>• <b>Paraphrase-</b> the rewording of something written or spoken by someone else</li> <li>• <b>Plagiarism-</b> taking another person’s written work and presenting it as one’s own</li> <li>• <b>Credible source/Credibility-</b> a text or a source that is trustworthy</li> <li>• <b>Active reading-</b> the ability to identify the central point and main supporting elements of a text</li> <li>• <b>Note-taking-</b> the ability to read purposefully and select relevant information; to summarize and/or paraphrase</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Conduct research using multiple sources effectively to answer questions.</li> <li>• Gather information from a variety of primary and secondary sources, both print and digital.</li> <li>• Evaluate the credibility of sources.</li> <li>• Use active reading and note-taking strategies to paraphrase and avoid plagiarism.</li> </ul>

<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.4 Writing – Production and Distribution</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>PA Core Standards:</b> CC 1.4.8.T Writing – Production and Distribution CC 1.4.8.U Technology and Publication	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How do authors present their writing to the public? PACCS 1.4.8U</li></ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"><li>Writers use technology and online resources to produce, publish, and present information and ideas.</li><li>Writers use technology and online resources to collaborate with others about their writing.</li></ul>
<b>Knowledge:</b> <b>Key Vocabulary</b> <ul style="list-style-type: none"><li><b>Publication-</b> The preparation and issuing of a book, journal, piece of music, or other work for public sale</li><li><b>Audience-</b> The part of the general public targeted or interested in reading a source of information</li><li><b>Media-</b> The means by which something is communicated or expressed (i.e. print, digital text, video, multimedia)</li></ul>	<b>Skills:</b> <ul style="list-style-type: none"><li>Use technology to produce and publish writing collaboratively.</li></ul>

<p><b>Grade, Subject:</b> Grade 8, ELA</p>	
<p><b>Strand 1.4 and 1.5 Writing, Speaking and Listening; Language</b>                  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p><b>PA Core Standards:</b>                  CC 1.4.8.R Narrative; Conventions of Language                  CC 1.5.8. G Conventions of Standard English</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does one speak and write intelligently? PACCS 1.4.8LR, 1.5.8G</li> </ul>	<p><b>Understandings: Students will understand THAT . . .</b></p> <ul style="list-style-type: none"> <li>• A skilled speaker and writer communicates intelligently using standard English by:                         <ul style="list-style-type: none"> <li>○ Employing foundational English grammar correctly</li> <li>○ Adjusting formality of language according to audience</li> </ul> </li> </ul>
<p><b>Knowledge:</b>  <b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Active voice-</b> when the subject performs the action</li> <li>• <b>Passive voice-</b> when the action is performed by the subject</li> <li>• <b>Mood of verbs-</b> indicative, imperative, interrogative, conditional, subjunctive</li> <li>• <b>Phrase-</b> a group of words that does not have a subject and verb</li> <li>• <b>Clause-</b> a group of words that contains a verb and its subject (independent or subordinate)</li> <li>• <b>Dangling modifier-</b> a modifier that does not clearly describe another word in the sentence</li> <li>• <b>Style-</b> a variety of words and sentence structures to create tone and mood</li> <li>• <b>Tone-</b> writer’s attitude towards his/her audience and subject (formal or informal)</li> <li>• <b>Commas-</b> used to separate words or groups of words so that the meaning of a sentence is clear</li> <li>• <b>Parenthetical expression-</b> a side remark that adds information</li> <li>• <b>Verbal-</b> form of a verb used as a noun, adjective, or adverb: participle, gerund, infinitive.</li> <li>• <b>Dashes-</b> Punctuation used when parenthetical elements demand stronger emphasis</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Know the difference between gerunds, participles, and infinitives.</li> <li>• Form and use verbs in the active and passive voice.</li> <li>• Form and use verbs in the indicative, imperative, interrogative, conditional, subjunctive.</li> <li>• Recognize and correct inappropriate shifts in verb tense and mood.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>• Recognize and correct inappropriate shifts in pronoun, number, and person.</li> <li>• Recognize and correct vague pronouns, unclear and ambiguous antecedents.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• Correctly use frequently confused words.</li> <li>• Ensure subject/verb and pronoun/antecedent agreement.</li> <li>• Use punctuation (comma, ellipsis, and dash) to indicate a pause or break.</li> <li>• Use an ellipsis to indicate an omission.</li> <li>• Spell correctly.</li> <li>• Use punctuation (commas, dashes, and parentheses) to set off nonrestrictive/ parenthetical elements.</li> <li>• Use punctuation to separate items in a series.</li> <li>• Choose language that expresses ideas precisely and concisely,</li> </ul>

- **Antecedent**- the word to which the pronoun refers
- **Pronoun/Antecedent Agreement**- the number and gender between the pronoun and antecedent must agree
- **Verb Tense**- indicates the time of the action or state of being expressed by the verb
- **Fragment**- part of a sentence that's punctuated as though it were complete
- **Run-ons**- two or more complete sentences are combined as if there are one sentence without using conjunctions
- **Homonyms**- words that sound the same but have different spellings and meanings
- **Homographs**- words with the same spelling but differ definition and/or pronunciation
- **Ellipsis**- a mark or series of marks (...) used in writing to indicate an omission, especially of letters or words
- **Modifier**- describes or limits the meaning of another word

recognizing and eliminating wordiness and redundancy.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Choose punctuation for effect.
- Choose words and phrases for effect.

<b>Grade, Subject:</b> Grade 8, ELA	
<b>Strand 1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
<b>PA Core Standards:</b> CC.1.4.8.W Collaborative Discussion CC.1.5.8.B Critical Listening CC.1.5.8.C Evaluate Information	CC.1.5.8.D Purpose, Audience and Task CC.1.5.8.E Context CC.1.5.8.F Multimedia CC.1.5.8.G Conventions of Standard English
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What makes someone want to listen to what a speaker has to say? PACCS 1.5.8ABCDEFG; 1.4.8.W</li> </ul>	<b>Understandings: Students will understand THAT . . .</b> <ul style="list-style-type: none"> <li>An effective speaker and listener engage in academic discussions and expresses his/her ideas clearly.</li> <li>An effective listener analyzes the speaker's argument and specific claims to assess its validity and relevance.</li> <li>An effective speaker adapts his/her speech to a variety of speaking situations.</li> <li>An effective speaker conveys his/her information using appropriate public speaking skills, including standard English.</li> <li>An effective speaker adds interest to his/her presentation by adding diverse media and visual formats to strengthen claims and evidence.</li> </ul>
<b>Knowledge:</b> <b>Key Vocabulary</b> <ul style="list-style-type: none"> <li><b>Collaborative discussion-</b> rich, structured conversations within a group setting (whole class, small group, pairs).</li> <li><b>Motive/Intent-</b> a reason for doing something, especially when it is hidden or not obvious (social, commercial, political).</li> <li><b>Multimedia formats-</b> the combined use of several media (sound, full-motion video).</li> <li><b>Enunciate-</b> to pronounce; articulate; speak aloud.</li> <li><b>Claim-</b> Controlling idea that the speaker defends.</li> <li><b>Paideia seminar-</b> a collaborative, intellectual dialogue facilitated with open ended questions about a text.</li> <li><b>Elocution-</b> the skill of clear and expressive speech, especially of distinct pronunciation and articulation; a particular style of speaking.</li> <li><b>Hook-</b> the attention-grabbing statement that captures the audience's interest.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Participate actively in formal and informal collaborative discussions, including Paideia seminar.</li> <li>Analyze and evaluate the specific claims of an argument.</li> <li>Analyze the motive/intent behind the presentation and choice of media format.</li> <li>Use appropriate elocution.</li> <li>Recognize the differences in audiences and adjust speaking style to suit the needs of the audience.</li> <li>Incorporate multimedia and visual displays to strengthen claims and evidence.</li> <li>Use standard English and eighth grade content vocabulary when speaking.</li> </ul>