

# Pequea Valley School District

## ELA

**Unit 1: Fiction-Short Stories**

**Course: ELA**

**Grade: 8th**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

**How can I better understand the literature that I read?**

**Keystone Eligible Content/PA Core Standard**

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - CC.1.3.8.K**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Standard - 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.

**Standard - CC.1.4.8.F**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Pacing: Approximate number of class sessions per unit-Two Months**

**Tier 3 Vocabulary (Content specific vocabulary)**

**Interpret**

**Evaluate**

**Author analysis**

**Conflict**

**Dialogue**

**Evaluate**

**Assess**

**Reasoning**

**Complex characters**

**Point of view of text**

**Author's choice**

**Analyze**

**Connotation/Denotation**

**Irony**

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Text Analysis - Close Reading  
Text Structure  
Connotation/Denotation  
Analyzing Perspective/Point of View  
Author's Purpose  
Imagery  
Tone and Mood  
Text Analysis  
Focus for Writing  
Content for Writing  
Organization for Writing  
Irony

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Determine an author's point of view and analyze how it affects a plot.
- Analyze how an author's choices concerning how to structure a text, order events within it conveys a bigger idea.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Informational: Write with a sharp distinct focus identifying topic, task that analyzes a text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- How the dialogue of the characters of a text affects a plot and the elements within the plot.
- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author's point of view and analyze how rhetoric advances the point of view.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Identify the point of view and how it impacts the reader's understanding of the plot.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices.
- Identify audience and purpose influence a writer's choice of organizational pattern
- Evaluate the author's use of language and style

**Literature:**

*Of Mice and Men* - Steinbeck

*The Tell Tale Heart* - Poe

*Monkey's Paw* - Jacobs

*Lamb to the Slaughter* - Dahl

*The Necklace* - Maupassant

*The Gift of the Magi* - O Henry

**Software/Resources:**

- Actively Learn
- NewsELA
- Commonlit.org
- Pearson
- Vocabulary.com

**Pequea Valley School District**  
**ELA**

**Unit 2: Drama**

**Course: ELA**

**Grade: 8**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

**How do the elements of design and plot work together to enhance a dramatic piece?**

**Keystone Eligible Content/PA Core Standard**

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - CC.1.3.8.K**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Standard - 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.

**Standard - CC.1.4.8.R**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Standard - 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 nonfiction.

**Pacing: Approximate number of class sessions per unit One Month****Tier 3 Vocabulary (Content specific vocabulary)**

Interpret

Evaluate

Author analysis

Irony

Conflict

Drama

Actor/Actress

Stage Direction

Cast of Characters

Act/Scene

Monologue

Dialogue

Audience

Complex characters

Point of view of text

Author's choice

Analyze

Context Clues

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Text Analysis - Close Reading  
Connotation/Denotation  
Analyzing Perspective/Point of View  
Author's Purpose  
Imagery  
Tone and Mood  
Text Analysis  
Focus for Writing  
Content for Writing  
Organization for Writing  
Setting

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Determine an author's point of view and analyze how it affects a plot.
- Analyze how an author's choices concerning how to structure a text, order events within it conveys a bigger idea.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Informational: Write with a sharp distinct focus identifying topic, task that analyzes a text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- How the dialogue of the characters of a text affects a plot and the elements within the plot.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Identify the point of view and how it impacts the reader's understanding of the plot.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, setting, and other literary devices.
- Identify audience and purpose influence a writer's choice of organizational pattern
- Analyze the elements of drama and how it impacts a reader's perception of the plot
- Evaluate the author's use of language and style

**Literature:**

The Gift of the Magi (adapted Scholastic SCOPE) - O Henry

A Christmas Carol - Dickens (Pearson Drama)

A Diary of Anne Frank - Frank (Pearson Drama)

**Software/Resources:**

- Actively Learn
- NewsELA
- Commonlit.org
- Pearson
- Vocabulary.com
- Scholastic Scope Magazine



**Pequea Valley School District**  
**ELA**

**Unit 3: Nonfiction**

**Course: ELA**

**Grade: 8**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How can you analyze and comprehend informational text?

**Keystone Eligible Content/PA Core Standard**

Standard - 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.

Standard - 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.

Standard - CC.1.2.8.C

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

Standard - 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.

Standard - 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.

Standard - CC.1.2.8.F

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

Standard - CC.1.2.8.H

Evaluate author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

**Standard - 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.

**Standard - 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.

**Standard - CC.1.2.8.L**

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**Pacing:** Approximate number of class sessions per unit 1 ½ Month

**Tier 3 Vocabulary (Content specific vocabulary)**

Interpret  
Evaluate  
Author analysis  
Ideas / claims  
Assess  
Reasoning  
Demonstrate  
Figurative Language  
Main Idea  
Detail  
Theme  
Opinion  
Fact  
Persuasive Techniques

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

Text Analysis  
Evaluating Arguments  
Text Structure  
Connotation/Denotation  
Analyzing Perspective/Point of View

Author's Purpose  
Imagery  
Tone and Mood  
Persuasive Techniques  
Conflict - Internal and External  
Emotional Appeal  
Figurative Language

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Delineate and evaluate the argument and specific claims in a text, assessing the relevance of evidence.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Identify the strategies an author uses to develop an argument
- Analyze how the author unfolds an argument
- Evaluate the validity of an author's claim, reasoning, and relevance of evidence
- Construct an argument in which students use evidence to defend, challenge or qualify a claim
- Identify the point of view and how it impacts the reader's understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices

### **Literature:**

Primary and Secondary Sources related to the Civil War-Slavery

Primary and Secondary Sources related to Westward Expansion

**Software/Resources:**

- Actively Learn
- NewsELA
- Commonlit.org
- Pearson
- Vocabulary.com
- Scholastic Scope Magazine

**Pequea Valley School District**  
**ELA**

**Unit 4: Writing/Research**

**Course: ELA**

**Grade: 8**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How do we use evidence from the text to support analysis, reflection, and research?

**Keystone Eligible Content/PA Core Standard**

Standard - CC.1.4.8.A

Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Standard - CC.1.4.8.B

Identify and introduce the topic clearly, including a preview of what is to follow.

Standard - 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.

Standard - 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.

Standard - 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.

Standard - CC.1.4.8.G

Write arguments to support claims.

Standard - 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.

Standard - CC.1.4.8.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Standard - CC.1.4.8.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Standard - 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 nonfiction.

**Pacing:** Approximate number of class sessions per unit 1 Month

### **Tier 3 Vocabulary (Content specific vocabulary)**

Compare/Contrast

Interpret

Author analysis

Author

Ideas / claims

Evaluate

Assess

Reasoning

Historical/Cultural Context

Figurative Language

Symbol

Point of view

Perspective

Thesis

Point of view

Analyze

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis

- Creating a Thesis/Claim
- Point of View
- Text Structure
- Focus for Writing
- Content for Writing
- Organization for Writing

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in
- which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author’s point of view and analyze how rhetoric advances the point of view.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit’s end? *List skills and competencies.*

- Identify the point of view and how it impacts the reader’s understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author’s use of imagery, figurative language, and other literary devices
- Identify how audience and purpose influence a writer’s choice of organizational pattern
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
- Construct a solid research paper using information from various reliable sources (primary text)

## **Literature:**

Online library (Power Library) - Students will research primary and secondary sources on a selected topic

**Software/Resources:**

- Actively Learn
- NewsELA
- Commonlit.org
- Pearson
- Vocabulary.com
- Scholastic Scope Magazine
- Power Library
- My Access



**Pequea Valley School District**  
**ELA**

**Unit 5: Grammar**

**Course: ELA**

**Grade: 8**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How can I better understand the conventions of standard English grammar usage?

**Keystone Eligible Content/PA Core Standard**

Standard - CC.1.4.8.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Standard - CC.1.5.8.G

Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

Standard - 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.

**Pacing:** Approximate number of class sessions per unit-1 or 2 weeks per unit

**Tier 3 Vocabulary (Content specific vocabulary)**

Verbals  
Gerunds  
Participles  
Infinitives  
Active Voice  
Passive Voice  
Indicative  
Imperative  
Interrogative

Conditional  
Subjunctive  
Modifier  
Subject-Verb Agreement  
Pronoun-Antecedent  
Agreement  
Comma  
Ellipsis  
Dash

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”. Parts of Speech: Nouns, Verbs, Adjectives, Adverbs*

Verbals  
Gerunds  
Participles  
Infinitives  
Active Voice  
Passive Voice  
Indicative  
Imperative  
Interrogative  
Conditional  
Subjunctive  
Modifier  
Subject-Verb Agreement  
Pronoun-Antecedent  
Agreement  
Comma  
Ellipsis  
Dash

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

The learners need to understand how to use capitalization and punctuation.  
The learners need to understand how to edit for spelling and grammar errors.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Students will write with a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Students will edit their writing to find errors in conventions of grammar, usage, capitalization, punctuation, and spelling.

**Software/Resources:**

- Actively Learn
- IXL
- Vocabulary.com
- My Access

**Pequea Valley School District**  
**ELA**

**Unit 6: Folk Literature**

**Course: ELA**

**Grade: 8**

**Planning the Focus Based on the Desired Result**  
**What do you want all students to know, understand and do by the end of the unit?**

**Unit Essential Question(s)**

How do myths, folk tales, and fables influence our understanding of human nature?

**Keystone Eligible Content/PA Core Standard**

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

**Standard - 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.

Standard - CC.1.3.8.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Pacing:** Approximate number of class sessions per unit-3 weeks

**Tier 3 Vocabulary (Content specific vocabulary)**

Myth  
Creation myth  
Origin myth  
Hero myth  
Folk tale  
Fairy tale  
Fable  
Proverb  
Personification  
Figurative language  
Characterization  
Moral  
Lesson  
Theme

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Elements of folk literature genre
- Unique characteristics that contribute to the moral, theme, or message
- Identify the similarities and differences between genres of folk lore

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**Learning Outcome** - What do students need to be able to **accomplish** by the unit's end? *List skills and competencies.*

- Identify the point of view and how it impacts the reader's understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other folklore devices
- Identify how the elements of the story contribute to the overall meaning of the story

**Literature:**

Aesop's Fables

The Fall of Icarus

The Story of Icarus and Daedalus

The Princess and the Pea

The Flight of Phaethon

Rumpelstiltskin

**Software/Resources:**

- Actively Learn
- NewsELA
- Commonlit.org
- Pearson
- Vocabulary.com
- Scholastic Scope Magazine

