PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of English 8

Curriculum Writing Committee:

Carmel Kratz & Arielle Townsend

Grade Level: 8

Date of Board Approval: _____

Course Weighting: Concepts of English 8

Categories	% or points
Major Assessments	45%
Skills Application	30%
Skills Practice	20%
Participation	5%

Curriculum Map

Overview: This course, designed for students in need of remediation, is a skills-based class that supports the development of essential reading and writing skills necessary for success. Instruction moves at a slower pace than English/Language Arts 8 and includes extensive guided practice and teacher support. A strong emphasis is placed on reading comprehension through close-reading strategies, including repeated readings of texts, purposeful annotation, and guided discussion to ensure students fully understand what they read. Students engage with a variety of literary and informational texts, often reading passages multiple times to analyze meaning, structure, and author's purpose.

This course also provides opportunities for in-depth exploration of the writing process, focusing on Text-Dependent Analysis (TDA) essays. Students will develop foundational writing skills such as paragraph development, organization, and unity, as well as transitions, verb tenses, and sentence structure. Instruction will include pre-writing (brainstorming, outlining), drafting (focus, content, organization), editing (mechanics and style), and publishing and presentation. Students will write and evaluate their own work, peer writing, and anchor papers to strengthen their analytical and reflective skills.

In addition, the course focuses on the study of grammar, literature, nonfiction, poetry, and vocabulary. All objective and written assessments align with Pennsylvania Core Standards PSSA Eligible Content and target the skills required to achieve proficiency on the Pennsylvania System of School Assessment (PSSA).

Goals:

- **Marking Period 1 (45 days)**
  - **Unit 1: The Thrill of Horror**
    Understanding of:
    - The significance and function of literary devices within the horror genre, including foreshadowing, mood, symbolism, and irony, to create suspense
    - The importance of writing a clear, coherent, and detailed text-dependent analysis essay
    - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
    - Freytag's plot diagram as a tool to illustrate the progression of a story
    - The ability to effectively summarize a story, using Freytag's plot diagram as a basis
    - The importance of determining or clarifying the meaning of multiple-meaning words in context
    - The necessity of using correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series
    - The ability to recognize sentence fragments and run-on sentences and revise them using a variety of strategies
    - The ability to detect a shift in verb tense and correct it
    - The defining characteristics of the eight parts of speech (noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection)
    - The difference between the following 11 pairs of frequently confused words: affect/effect, there/their/they're, to/two/too, your/you're, its/it's, are/our/hour, who's/whose, quiet/quite, accept/except, then/than, and lose/loose.

- **Marking Period 2 (45 days)**
  - **Unit 2: Voices of Adolescence: Perspective, Choices, and Society**
    Understanding of:
    - The language of the poetry genre, including free verse, speaker, stanza, and line
    - The significance and function of literary devices in the poetry genre, including simile, metaphor, personification, symbolism, repetition, and theme
    - The characteristics of an effective argument, including claim, reasons, evidence (logos, pathos, ethos), counterclaim, and call to action
    - The importance of writing a clear, coherent, and detailed text-dependent analysis essay
    - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
    - The ability to compare and contrast two texts on the same topic using a set of criteria

        - The function of each of the five verb moods (indicative, imperative, interrogative, conditional, and subjunctive)
        - The importance of differentiating verbals from the main verb of a sentence.
        - The function of active and passive voice in writing and the ability to write in both voices to match purpose
        - The ability to recognize a misplaced or dangling modifier in a sentence and revise appropriately to improve clarity

- **Marking Period 3 (45 days)**
    - **Unit 3: Moments That Matter: How Small Actions Shape Big Outcomes Understanding of:**
        - The characteristics of the science fiction genre and what sets it apart from other fictional genres
        - The ability to analyze an author's use of foreshadowing, symbolism, irony, tone, suspense, and mood in short stories
        - The ability to analyze author's style and its effect on the reader's understanding and interpretation of a text
        - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
        - The importance of writing a clear, coherent, and detailed text-dependent analysis essay
        - The ability to recognize and correct errors in subject/verb agreement and pronoun/antecedent agreement
        - The ability to recognize and correct inappropriate shifts in pronoun number and person
        - The ability to recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

- **Marking Period 4 (40-45 days) - English Language Arts PSSA State testing occurs during the fourth marking period**
    - **Unit 4: Memory, Survival, and Moral Courage**
    - **Understanding of:**
        - The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
        - The understanding of an allegory as a text with a symbolic meaning that often reveals a moral or political message
        - The significance of primary source documents in understanding historical topics
        - The importance of writing clear, coherent, and detailed text-dependent analysis essays
        - The creation of a one-pager as a vehicle for communicating analysis through a combination of art and writing
        - The worth of reading a novel for its effectiveness at showing how authors develop characters, ideas, and themes over time

        - The importance of using active reading and test taking strategies on standardized tests
        - Grammar skills taught throughout each marking period will be reviewed in ways which require students to utilize them appropriately and accurately

Big Ideas:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- An expanded vocabulary enhances one's ability to express ideas and information.
- Audience and purpose influence the writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and conventions of language support clarity of communication between writers/speakers and readers/listeners.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.

Textbook and Supplemental Resources:

- **Textbook: *Collections* Houghton, Mifflin, Harcourt**
    - Textbook ISBN: 978-0-544-56958-4
    - Houghton Mifflin Harcourt Publishing Company, 2017

- **Supplemental Resources:**
    - "The Monkey's Paw" short film by Ricky Lewis Jr.
    - "Click Clack the Rattlebag" by Neil Gaiman
    - *Toy Story of Terror* short film
    - "The Lottery" by Shirley Jackson
    - "All Summer in a Day" by Ray Bradbury
    - "A Sound of Thunder" by Ray Bradbury
    - "Moco Limping" by Pat Mora
    - "A Man" by Nina Cassian
    - *The Path to Nazi Genocide* documentary - United States Holocaust Memorial Museum
    - *One Day in Auschwitz* documentary
    - *I Have Lived a Thousand Years* by Livia Bitton-Jackson
    - *Terrible Things: An Allegory of the Holocaust*
    - "The Girl Who Lived Forever" nonfiction narrative by Kristen Lewis
    - Non-fiction articles from United States Holocaust Memorial Museum about resistance and rescue efforts
    - Optional texts:

- “What A Lifetime of Playing Football Can Do to the Human Brain” by Brian Resnick
- “The Reasons Not To Ban Contact Sports For Children: An Answer To ‘Concussion’" By Robert Glatter, M.D.
- “Among teens, sleep deprivation an epidemic” by Ruthann Richter
- “Lack of sleep can turn teens into ‘zombies’” by Stephen Ornes
- “Study: Later School Start Would Benefit Economy” by Kealey Bultena
- “Fairfax, Montgomery officials to share experience delaying school start times” by Cindy Huang
- “Changing School Start Time Has Ripple Effects - And Those Ripples Can Sink Many Families” by Johanna Haney
- “Impact of Later School Start Times on Athletics Reviewed by West Hartford Board of Education” by Ronnie Newton
- *Love That Dog* by Sharon Creech
- *White Bird:A Wonder Story (A Graphic Novel)* by R.J. Palacio
- *White Bird* film (2023)
- “Mother to Son” by Langston Hughes
- “A Retrieved Reformation” by O. Henry
- “The Landlady” by Roald Dahl

Curriculum Plan

Unit 1: Dark Tales, Deeper Themes

Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.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.1.3.8.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.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.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.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.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.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.4 Writing:**
  - CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - 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.
  - 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.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.
- 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.

- **1.5 Speaking and Listening:**
  - 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.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.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**

  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - 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-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-C.2.1 Demonstrate understanding of craft and structure in literature.
    - 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-C.3 Integration of Knowledge and Ideas
        - E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
        - 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 Demonstrate understanding of vocabulary and figurative language in literature.
        - 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.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
        - 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.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - E08.D.1.2.3 Spell correctly.
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        - 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.
    - E08.D.2.1 Use knowledge of language and its conventions.
        - 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 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - 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.1.1.4 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.

Objectives:

- Read fictional stories within the horror genre in order to:
    - Summarize the main events in a story and organize them appropriately on a plot diagram. (DOK 1,2)
    - Identify the point of view of a story and evaluate its effect on the text, specifically how it affects the reader's understanding of the story. (DOK 1,3)
    - Identify, explain, and analyze the significance of the following literary terms and their application within different texts: character motivation, characterization, the unreliable narrator, symbolism, setting, universal theme, foreshadowing, verbal irony, dialogue and its role in advancing the plot, and mood. (DOK, 1,2,3)
    - Utilize scaffolding and review of terminology to address gaps and student deficiencies. (DOK 2)
    - Provide exposure to complex texts while providing the necessary supports to encourage comprehension. (DOK 3)
    - Write analysis paragraphs that incorporate the use of text evidence to prove a writer's claim and analyze how that evidence supports that claim. (DOK 1,2,3)

    - Write a text-dependent analysis essay about an author's use of foreshadowing and mood in a story and how both elements contribute to the story's theme. (DOK 1,2,3,4)
    - Cite relevant text evidence to support claims in writing. (DOK 3)
- Distinguish among the eight parts of speech according to their defining characteristics, the roles they play in sentences, and their relationships to one another. (DOK 2)
- Distinguish among sentence fragments, complete sentences, and run-on sentences and correct sentence fragments and run-on sentences using a variety of strategies. (DOK 2,3)
- Review the uses of correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series. (DOK 2)
- Identify and correct verb tense errors. (DOK 1,3)
- Determine the correct multiple-meaning word depending on context from the following list: affect/effect, there/their/they're, to/two/too, your/you're, its/it's, are/our/hour, who's/whose, quiet/quite, accept/except, then/than, and lose/loose. (DOK 2)
- Participate in various writing exercises in order to develop a writer's voice and style, apply grammatical concepts being taught throughout the year, and assist students in better understanding and utilizing the writing process as a tool for revision and polishing their writing. (DOK 1,2,3)

Core Activities and Corresponding Instructional Methods:
This Concepts class is designed to provide students with more significant levels of support than ELA 8. In this class, core activities and instructional methods will center around scaffolding and instructional support. Activities will move at a slower pace, and complex concepts and assignments will be broken down into manageable steps (chunking) to ensure that students build a strong foundation and to fill existing gaps in student mastery. More teacher modeling and guided practice, coupled with more frequent checks for understanding, will occur. Activities and instructional methods may include the following: modeling and the use of exemplars, graphic organizers for writing assignments, structured notes (possibly to include skeleton notes), I Do - We Do - You Do as a learning progression, vocabulary support, and additional time for reading assignments, writing assignments, and assessments as needed. Students will be exposed to PSSA-style questioning and grade-level text. Remediation, reteaching, and retesting will occur, using diagnostic and formative testing data to target student needs.

1. Closely read and analyze selections within the horror genre.
    a. In-class reading and re-reading, teaching the process of annotating the text, and analysis with reading-for-meaning questions based on the following short stories: "The Tell-Tale Heart" by Edgar Allan Poe and an adapted version of "The Monkey's Paw" by W.W. Jacobs.
    b. Explore the reading strategy of text annotation. Students will learn to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues and word analysis to determine the meaning of unknown words.
        i. Students will be guided through the process of annotating text. A heavy emphasis will be placed not only on the how, but also on the why.

ii. Teachers will provide direct instruction and practice on inferencing, predicting, paraphrasing, summarizing, and utilizing context clues (restatement, contrast, and inference clues). Depending on student levels and needs, this process, which will start in Quarter 1, will continue throughout the year. Students will work as a group, heading towards independence, to demonstrate their understanding of what has been taught.

c. Examine the plot structure (exposition, conflict, rising action, climax, falling action, and resolution) of "The Tell-Tale Heart" and "The Monkey's Paw." Complete plot diagrams for both stories as a whole-group instruction.
d. Evaluate the author's use of setting in both "The Tell-Tale Heart" and "The Monkey's Paw."
e. Analyze the narrator's role and motivations throughout "The Tell-Tale Heart," specifically why the narrator is unreliable and how that creates suspense.
f. Analyze the characters' roles and motivations in "The Monkey's Paw," specifically those of Mr. and Mrs. White, Sergeant Major Morris, and Herbert.
g. Discuss the author's use of symbolism in "The Tell-Tale Heart."
h. Recognize examples of foreshadowing in "The Monkey's Paw" and explain their effect on the plot.
i. Point out the author's use of verbal irony in "The Monkey's Paw."
j. Cite textual evidence to support analysis of "The Tell-Tale Heart" and "The Monkey's Paw" for the purposes of answering questions and writing essays.
k. Analyze how the author uses the literary element, foreshadowing, to reveal a universal theme seen throughout "The Monkey's Paw."
l. Identify the point of view (first person, third person limited and omniscient) and evaluate its application in "The Tell-Tale Heart" and "The Monkey's Paw."

2. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing and TDA writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
    b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
        i. Students will write several one paragraph analysis essays throughout the marking period.
            1. Students will break down and understand the TDA-formatted prompt.
            2. Students will complete the common writing graphic organizer
                a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
                b. Students will complete a final draft, making sure to edit and revise before submitting.

c. Text-Dependent Analysis Essays - Students will be guided through the process of writing a 3-paragraph TDA based on "The Monkey's Paw."
    1. Students will complete the common TDA writing graphic organizer prior to writing their first draft.
    2. Students will first break down the three lines of the prompt to ensure they understand what they will be writing about.
    3. Students will be guided through the process of writing an introduction paragraph that has three parts: 1. Hook (a general statement focused on line one of the prompt), 2. TAGS (title, author, genre, and a 1-2 sentence summary of the story), 3. Thesis statement (focused on line two of the prompt; the focus of the essay).
    4. Students will be guided through the process of writing the body paragraph.
        a. Students will utilize the Say, Mean, Matter approach to TDA writing.
            i. With guidance and support, students will create a topic sentence, the say (specific textual evidence with a transition), the mean (explanation and inference of the text evidence), matter (analysis of the literary elements and connection to real life), and the conclusion sentence. Sentence starters will be provided as needed.
            ii. Students will be provided with notes on the board to help guide them through the process of writing the body paragraph.
    5. Students will be guided through the process of writing the conclusion paragraph that has three parts: 1. Restate thesis statement (restate thesis using different words), 2. Highlights (the main idea of each body paragraph), 3. What If (final statement that explains why the topic is relevant)
    6. Students will be given feedback throughout each step of the writing process. They will have time to edit and revise their TDA before submitting the final draft.
        a. Peer editing/revising workshop, if there is time.
        b. Students will apply the grammatical concepts that have been studied throughout the quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed. Teachers will guide students through this process.
        c. Students will use academic vocabulary/domain specific vocabulary when writing. Teachers will guide students through this process.

3. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Student skill levels will determine the time needed for remediation, reteaching, and scaffolding.
    a. Use correct punctuation marks including commas, ellipses, dashes, parentheses, colons for effects such as pauses, setting off parentheticals, showing omissions, and introducing items in a series.
    b. Recognize and correct inappropriate shifts in verb tense.
    c. Identify and correct sentence fragments and run-on sentences.
    d. Correctly use frequently confused words (affect/effect, their/they're/there, too/two/to, you're/your, it's/its, formally/formerly, counsel/council, course/coarse, are/our/hour, allowed/aloud, principle/principal, whose/who's, site/sight/cite, quiet/quite, and reign/rain/rein).
    e. Distinguish the 8 parts of speech in writing, paying close attention to the function of each part.
        i. Students will review the eight parts of speech. Teachers will add a new part of speech one at a time, building on what has been taught. Direct instruction, practice using different teacher-chosen worksheets, online practice, etc., will be employed as needed.
            1. Guided practice and independent practice will occur.
                a. Teachers will employ different methods throughout the year. Some of these methods may include grammar-centered warm-up activities, quick 3-5 minute practice sessions, teacher-student discussion of answers and concepts, and proper use of the eight parts of speech in writing.
                b. Opportunities for review and remediation will be provided as students prepare for a quiz on the eight parts of speech.
4. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, utilizing a variety of strategies. Students will practice using context clues (restatement, inference, and contrast clues) to determine the meaning of words. Use domain-specific vocabulary when talking or writing about text.
        i. Students will participate in teacher-led and independent practice of vocabulary-in-context words. Teachers will use a variety of strategies and activities to address different learning needs. These activities may include some of the following: independent completion of a vocabulary-in-context worksheet, student creation of a definition for the word using context clues, student creation of sentences that correctly utilize the vocabulary word (using sentence starters), Marzano pages, fill-in-the-blank activities, etc.
        ii. Opportunities for review and remediation will be provided as students prepare for a vocabulary quiz to assess their understanding of vocabulary words.
5. Diagnostic/Benchmark Related Assignments

a. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
b. Benchmark results conferencing with all students once completed

Assessments:
Assessments in Concepts of English 8 will include scaffolded questions, making them more accessible to students in need of remediation; however, they will also include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards to ensure students are prepared for the rigors of the PSSA.

- **Diagnostic:**
  - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
  - Grammar Skills Pretest

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
  - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments
    - These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
  - Common Literary Terms Quizzes
  - Common Grammar Quizzes focused on Quarter 1 concepts
  - Common Vocabulary Quizzes - "The Tell-Tale Heart" and "The Monkey's Paw"
  - Common Guiding and Analyzing Questions for "The Tell-Tale Heart" and/or "The Monkey's Paw"
  - "The Tell-Tale Heart" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
  - "The Tell-Tale Heart" Common Analysis Essay
  - "The Monkey's Paw" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
  - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.
  - Additional Writing Assignments

- **Summative:**
  Note: All summative assessments will be common assessments.
  - "The Monkey's Paw" 3-Paragraph Text-Dependent Analysis Essay
  - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)
  - Grammar Exams (Quarter 1 concepts)

- **Correctives:**
    - Teacher/Student Writing Conferences
    - Targeted Remediation Activities, which may include online independent practice (Note: Differentiated/targeted activities will be happening in the Core Activities for these kids because of their significant deficiencies.)
    - Use previous PSSA and CDT data to create groups for writing workshops, writing feedback, and PSSA preparation/review
    - Review of Assessments
    - Benchmark Results Conferencing with all students once completed

- **Extensions:**
    - *Toy Story of Terror* movie (25 mins) and movie analysis questions
    - "The Landlady" by Roald Dahl short story with a one-pager activity
    - Horror Genre Choice Board
    - Targeted Enrichment Activities, which may include the use of online independent practice

Unit 2: Voices of Adolescence: Perspective, Choices, and Society

Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.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.1.3.8.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.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.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.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.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.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.2 Reading Informational Text**
  - 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 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.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.

- **1.4 Writing:**
  - CC.1.4.8.G Write arguments to support claims.
  - 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 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.
  - 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.
  - 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.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.
- 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.

- **1.5 Speaking and Listening:**
  - 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.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.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.B-K.1 Key Ideas and Details (Informational Texts)
  - E08.B-C.2 Craft and Structure (Informational Texts)
  - E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
  - E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**
  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - 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-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-C.2.1 Demonstrate understanding of craft and structure in literature.
    - 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-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
        - 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 Demonstrate understanding of vocabulary and figurative language in literature.
        - 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.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
        - 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.1.1.2 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.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

- E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
    - 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-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.
- E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
    - 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 Demonstrate understanding of vocabulary and figurative language in informational texts.
    - 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 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).
- D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
    - 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.1.1.8 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.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
        - E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
        - 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.
    - E08.D.2.1 Use knowledge of language and its conventions.
        - 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 Draw evidence from literary or informational texts to support analysis, reflection, and/or research
        - 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.1.1.4 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.

Objectives:

- Read poems on the same topic that provide two different points of view and compare and contrast them. (DOK 2)
- Examine the role of the speaker in poetry. (DOK 2)
- Recognize the distinguishing characteristics of poetry as a genre and use appropriate terminology, including stanza, line, speaker, and free verse. (DOK 1,2)
- Analyze an author's use of poetic devices and figurative language within a poem, including simile, metaphor, personification, symbolism, and repetition. (DOK 3,4)
- Read informational articles and editorials on the same topic, comparing and contrasting the author's purpose, claim, reasons, evidence, and point of view, and citing evidence to support ideas. (DOK 1,2,3,4)
- Write a 4-paragraph text-dependent analysis essay that compares and contrasts two informational texts. (DOK 3,4)
- Write an argumentative paragraph and/or essay that presents a clear, arguable thesis supported by evidence-based reasoning. (DOK 1,2,3,4)
- Identify the difference among the five verb moods: indicative, interrogative, imperative, conditional, and subjunctive. (DOK 1)
- Distinguish verbals from main verbs in a sentence and label each verbal as a gerund, infinitive, or participle. (DOK 2,3)
- Identify verbs in the active and passive voice and rewrite sentences in both voices to match purpose for writing. (DOK 1,2)
- Identify dangling and misplaced modifiers and correct errors by rearranging and rewriting sentences. (DOK 2,3)
- Review and apply all grammar concepts from Quarter 1. (DOK 1,2,3)

Core Activities and Corresponding Instructional Methods:

This Concepts class is designed to provide students with more significant levels of support than ELA 8. In this class, core activities and instructional methods will center around scaffolding and instructional support. Activities will move at a slower pace, and complex concepts and assignments will be broken down into manageable steps (chunking) to ensure that students build a strong foundation and to fill existing gaps in student mastery. More teacher modeling and guided practice, coupled with more frequent checks for understanding, will occur. Activities and instructional methods may include the following: modeling and the use of exemplars, graphic organizers for writing assignments, structured notes (possibly to include skeleton notes), I Do - We Do - You Do as a learning progression, vocabulary support, and additional time for reading assignments, writing assignments, and assessments as needed. Students will be exposed to PSSA-style questioning and grade-level text. Remediation, reteaching, and retesting will occur, using diagnostic and formative testing data to target student needs.

1. Closely read and analyze selections that reflect the theme of the unit

a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the following poems and nonfiction texts, “Hanging Fire” by Audre Lorde and “Teenagers” by Pat Mora, “What a Lifetime of Playing Football Can Do to the Human Brain” by Brian Resnick, and “The Reasons Not to Ban Contact Sports for Children: An Answer to ‘Concussion’” by Robert Glatter.
b. Explore the reading strategy of text annotation. Students will continue to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, and utilize context clues and word analysis to determine the meaning of unknown words.
c. Cite textual evidence to support analysis of “Hanging Fire,” “Teenagers,” and “What a Lifetime of Playing Football Can Do to the Human Brain”/”The Reasons Not to Ban Contact Sports for Children: An Answer to ‘Concussion’” for the purposes of answering questions and writing essays.
d. Identify the speaker and analyze the speaker’s tone throughout the poems “Hanging Fire” and “Teenagers,” looking for shifts in tone.
e. Identify the author’s use of figurative language, specifically analyzing their use of similes, metaphors, and personification throughout “Hanging Fire” and “Teenagers.”
f. Review poetry terms such as stanza and free verse and identify their characteristics throughout the poems “Hanging Fire” and “Teenagers.”
g. Explain and analyze the author’s use of repetition, symbolism, imagery, theme, and point of view within “Hanging Fire” and “Teenagers.”
h. Read two nonfiction texts on the same topic and compare and contrast their authors’ purpose, point of view, and central ideas.
i. Analyze how each author develops their argument using claims, evidence, reasoning, and (if applicable) counterclaims and opposing viewpoints, as well as how the texts are structured.
j. Identify and explain the author’s use of persuasive techniques, such as ethos, pathos, logos, and call to action.
k. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

2. Writing
    a. Writer’s Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing, TDA writing, and argumentative writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 are being applied accurately and appropriately, and teachers will address issues on an

individual student and whole class basis as needed. Teachers will guide students through this process.

iii. Students will use academic vocabulary/domain specific vocabulary when writing. Teachers will guide students through this process.

b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
    i. Students will write several one paragraph analysis essays throughout the marking period.
        1. Students will break down and understand the TDA-formatted prompt.
        2. Students will complete the common writing graphic organizer
            a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
        3. Students will complete a final draft, making sure to edit and revise before submitting.
c. Argumentative Paragraph
    i. Focus on skills, etc., to write an argumentative paragraph. Students will learn to incorporate the persuasive techniques that they are studying into their writing.
d. Text-Dependent Analysis Essay - This prompt requires students to draw precise and detailed evidence from two argumentative essays
    i. Students will write a 4-paragraph TDA based on the articles “What a Lifetime of Playing Football Can Do to the Human Brain” and “The Reasons Not to Ban Contact Sports for Children: An Answer to ‘Concussion’” or another text set with contrasting viewpoints as listed in the additional texts within the supplemental materials.
        1. Students will complete the common TDA writing graphic organizer before writing their first draft
            a. Students will be guided through the process of writing an introduction paragraph that has three parts: 1. Hook (a general statement focused on line one of the prompt), 2. TAGS (title, author, genre, and a 1-2 sentence summary of the story), 3. Thesis statement (focused on line two of the prompt; the focus of the essay).
            b. Students will be guided through the process of writing two body paragraphs, each with a topic sentence, specific textual evidence with a transition, an explanation, and inferences of textual evidence and analysis of the literary elements
            c. Students will be guided through the process of writing the conclusion paragraph that has three parts: 1. Restatement of thesis (restate thesis using different words), 2. Highlights

(the main idea of each body paragraph), 3. What If (final statement that explains why the topic is relevant)

d. Students will be given feedback throughout each step of the writing process. They will have time to edit and revise their TDA before submitting the final draft.
    i. Peer editing/revising workshop, if there is time.
    ii. Teachers will provide one-on-one and small group instruction and practice during workshop sessions.

3. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students will explore grammar through reading, writing, and practice.
    a. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
    b. Distinguish among the three types of verbals (gerunds, participles, and infinitives).
    c. Identify verbs in the active and passive voice and rewrite sentences in both voices to match purpose for writing.
    d. Identify and correct misplaced and dangling modifiers.
    e. Review previously taught grammar from Quarter 1.
4. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, utilizing a variety of strategies. Students will practice using context clues (restatement, inference, and contrast clues) to determine the meaning of words. Use domain-specific vocabulary when talking or writing about text.
        i. Students will participate in teacher-led and independent practice of vocabulary-in-context words. Teachers will use a variety of strategies and activities to address different learning needs. These activities may include some of the following: independent completion of a vocabulary-in-context worksheet, student creation of a definition for the word using context clues, student creation of sentences that correctly utilize the vocabulary word (using sentence starters), Marzano pages, fill-in-the-blank activities, etc.
        ii. Opportunities for review and remediation will be provided as students prepare for a vocabulary quiz to assess their understanding of vocabulary words.
5. Diagnostic/Benchmark Related Assignments
    a. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
    b. Benchmark results conferencing with all students once completed.

Assessments:

Assessments in Concepts of English 8 will include scaffolded questions, making them more accessible to students in need of remediation; however, they will also include PSSA-style

questions and will be directly connected to PSSA Eligible Content and PA Core Standards to ensure students are prepared for the rigors of the PSSA.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Pretests will be given as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments
        - These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - Common Literary Terms Quizzes
    - Common Grammar Quizzes
    - Common Vocabulary Quiz on words from "What a Lifetime of Playing Football Can Do to the Human Brain" and "The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" or another text set with contrasting viewpoints as listed in the additional texts within the supplemental materials
    - Common Guiding and Analyzing Questions for "Hanging Fire," "Teenagers," and "What a Lifetime of Playing Football Can Do to the Human Brain"/"The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" or another text set with contrasting viewpoints as listed in the additional texts within the supplemental materials
    - "Hanging Fire"/"Teenagers" Common Selection Test (PSSA style skills-based questions and one paragraph analysis essay)
    - "What a Lifetime of Playing Football Can Do to the Human Brain" Common Selection Test (PSSA-style skills-based questions)
    - "The Reasons Not to Ban Contact Sports for Children: An Answer to 'Concussion'" Common Selection Test (PSSA-style skills-based questions)
    - Argumentative and Additional Writing Assignments
    - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.

- **Summative:**
  Note: All summative assessments will be common assessments.
    - Argumentative Essay - TDA
    - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)
    - Grammar Tests - Grammar tests will be cumulative, covering all concepts addressed throughout the year

- **Correctives:**
    - Teacher/Student Writing Conferences
    - Targeted Remediation Activities, which may include online independent practice
    - Reviewing Assessments
    - Additional benchmark results conferencing with students who need additional assistance
    - If necessary, use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
    - "Hanging Fire" & "Teenagers" One-Pager
    - Personal Narrative related to the unit theme
    - PSSA-Style Practice Activities related to additional fiction (including poetry, short stories, excerpts, and works of drama) and nonfiction readings

Unit 3: Moments That Matter: How Small Actions Shape Big Outcomes

Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.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.1.3.8.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.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.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.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.1.3.8K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.4 Writing:**
  - 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.
  - 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.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.
  - 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.

- **1.5 Speaking and Listening:**

- 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.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.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.B-K.1 Key Ideas and Details (Informational Texts)
  - E08.B-C.2 Craft and Structure (Informational Texts)
  - E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
  - E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**

  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - 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-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-C.2.1 Demonstrate understanding of craft and structure in literature.
    - 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-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
  - 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 Demonstrate understanding of vocabulary and figurative language in literature.
  - 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.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
  - 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.1.1.2 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.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
- E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
  - 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-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.
    - E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
        - 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 Demonstrate understanding of vocabulary and figurative language in informational texts.
        - 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 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.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
        - 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.1.1.4 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.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
        - 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.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.
        - E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
        - 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.1.2.4 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
    - E08.D.2.1 Use knowledge of language and its conventions.
        - 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 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - 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.1.1.4 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.

Objectives:

- Read fictional stories in order to:
  - Explore how character decisions affect the plot. (DOK 2)
  - Examine how character motivation influences characters' choices. (DOK 3)
  - Identify the point of view of a story and evaluate its effect on the text, specifically how it affects the reader's understanding of the story. (DOK 1,3)
  - Analyze the significance of foreshadowing in a text and cite evidence that illustrates how it affects a text. (DOK, 1,3)
  - Recognize the danger of following traditions blindly. (DOK 1)
  - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works. (DOK 4)
  - Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. (DOK 4)
  - Write analysis paragraphs that incorporate the use of text evidence to prove a writer's claim and analyze how that evidence supports that claim. (DOK 1,2,3)
  - Write a text-dependent analysis essay about an author's writing style and how it impacts the reader's understanding of events and the theme that choices have consequences. (DOK 1,2,3,4)
  - Cite relevant text evidence to support claims in writing. (DOK 3)
- Participate in various writing exercises in order to develop a writer's voice and style, apply grammatical concepts being taught throughout the year, and assist students in better understanding and utilizing the writing process as a tool for revision and polishing their writing. (DOK 1,2,3)
- Review and apply all grammar concepts from Quarter 1 and Quarter 2. (DOK 2,3)
- Recognize and correct errors in subject/verb agreement. (DOK 1,3)
- Recognize and correct inappropriate shifts in pronoun number and person. (DOK 1,3)
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (DOK 1,3)
- Define with precision what it means to analyze text and evaluate a peer's writing using the PSSA scoring rubric, offering specific feedback on areas for improvement. (DOK 1,2,3,4)

Core Activities and Corresponding Instructional Methods:

This Concepts class is designed to provide students with more significant levels of support than ELA 8. In this class, core activities and instructional methods will center around scaffolding and instructional support. Activities will move at a slower pace, and complex concepts and assignments will be broken down into manageable steps (chunking) to ensure that students build a strong foundation and to fill existing gaps in student mastery. More teacher modeling and guided practice, coupled with more frequent checks for understanding, will occur. Activities and instructional methods may include the following: modeling and the use of exemplars, graphic organizers for writing assignments, structured notes (possibly to include skeleton notes), I Do - We Do - You Do as a learning progression, vocabulary support, and additional time for reading assignments, writing assignments, and

assessments as needed. Students will be exposed to PSSA-style questioning and grade-level text. Remediation, reteaching, and retesting will occur, using diagnostic and formative testing data to target student needs.

1. PSSA Review - **English/Language Arts state testing occurs in the fourth marking period. Teachers will set aside time to review the skills addressed throughout the year in preparation for the PSSA. Depending on the dates of the exam in a given year, this practice may take place at the end of Quarter 3 and/or the beginning of Quarter 4.**
    a. Teachers will use PSSA released item samplers as well as teacher created materials to provide targeted practice for students and to review test-taking strategies.
    b. Teachers will utilize the digital PSSA sampler to help students gain familiarity with the test format and test-taking tools.
    c. Targeted practice will be assigned to students based on their identified areas of need.
2. Closely read and analyze selections that reflect the theme of the unit.
    a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the short stories "The Lottery" by Shirley Jackson and "A Sound of Thunder" by Ray Bradbury.
    b. Explore the reading strategy of text annotation. Students will continue to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues, and conduct word analysis to determine the meaning of unknown words.
    c. Identify the author's use of foreshadowing, symbolism, theme, and characterization in both "The Lottery" and "A Sound of Thunder."
    d. Analyze the author's use of irony, tone, and mood in "The Lottery."
    e. Discuss the suspense and science fiction elements the author used in "A Sound of Thunder."
    a. Cite textual evidence to support analysis of "The Lottery" and "A Sound of Thunder" for the purposes of answering questions and writing essays.
    b. Describe the author's writing style in "A Sound of Thunder" and analyze the author's use of imagery, figurative language, description, sentence structure, and word choice that contribute to the author's style.
    c. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.
2. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing and TDA writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the quarter to evaluate their own work and the work of their

peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1 and Quarter 2 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed. Teachers will guide students through this process.

iii. Students will use academic vocabulary/domain specific vocabulary when writing. Teachers will guide students through this process.

b. Analysis Paragraph Writing - These prompts require students to draw precise and detailed evidence from literary texts to support analysis, reflection, and research.
    i. Students will write several one paragraph analysis essays throughout the marking period.
        1. Students will break down and understand the TDA-formatted prompt.
        2. Students will complete the common writing graphic organizer
            a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means and analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
        3. Students will complete a final draft, making sure to edit and revise before submitting.

c. Text-Dependent Analysis Essay - This prompt requires students to analyze the author's use of imagery and figurative language and explain how it affects the reader's understanding of the story's events and the consequences small actions can have.
    a. Students will write a 4-paragraph TDA based on the short story "A Sound of Thunder."
        1. Students will complete the common TDA writing graphic organizer before writing their first draft
            a. Students will be guided through the process of writing an introduction paragraph that has three parts: 1. Hook (a general statement focused on line one of the prompt), 2. TAGS (title, author, genre, and a 1-2 sentence summary of the story), 3. Thesis statement (focused on line two of the prompt; the focus of the essay).
            b. Students will write two body paragraphs, each with a topic sentence, specific textual evidence with a transition, an explanation, and inferences of textual evidence and analysis of the literary elements
            c. Students will be guided through the process of writing the conclusion paragraph that has three parts: 1. Restatement of thesis (restate thesis using different words), 2. Highlights (the main idea of each body paragraph), 3. What If (final statement that explains why the topic is relevant)

        d. Students will be given feedback throughout each step of the writing process. They will have time to edit and revise their TDA before submitting the final draft.
            i. Peer editing/revising workshop, if there is time.
            ii. Teachers will provide one-on-one and small group instruction and practice during workshop sessions.
    c. Define the following terms associated with TDA writing: reading elements, analysis, hook, T.A.G.S. sentence, and thesis
    d. Evaluate sample student essays using the PSSA TDA rubric, offering specific feedback for improvement
4. Conventions of Standard English - The following grammar concepts will be reviewed and/or taught using teacher-created worksheets and activities. They will also be reinforced with practice from additional digital resources. Students will explore grammar through reading, writing, and practice.
    a. Identify and correct errors in subject/verb agreement and pronoun-antecedent agreement.
    b. Recognize and correct inappropriate shifts in pronoun number and person.
    c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    d. Review grammar taught in Quarters 1 and 2.
5. Vocabulary
    a. Determine the meaning of content-specific vocabulary words, utilizing a variety of strategies. Students will practice using context clues (restatement, inference, and contrast clues) to determine the meaning of words. Use domain-specific vocabulary when talking or writing about text.
        i. Students will participate in teacher-led and independent practice of vocabulary-in-context words. Teachers will use a variety of strategies and activities to address different learning needs. These activities may include some of the following: independent completion of a vocabulary-in-context worksheet, student creation of a definition for the word using context clues, student creation of sentences that correctly utilize the vocabulary word (using sentence starters), Marzano pages, fill-in-the-blank activities, etc.
    b. Opportunities for review and remediation will be provided as students prepare for a vocabulary quiz to assess their understanding of vocabulary words.
6. Diagnostic/Benchmark Related Assignments
    a. Students will complete diagnostic and/or benchmark assessments to determine areas of need and areas for enrichment. Using testing data, teachers will develop targeted activities and assignments to address these areas.
    b. Benchmark results conferencing with all students once completed.

Assessments:
Assessments in Concepts of English 8 will include scaffolded questions, making them more accessible to students in need of remediation; however, they will also include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards to ensure students are prepared for the rigors of the PSSA.

- **Diagnostic:**
    - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
    - Pretests will be administered as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
    - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments. These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
    - PSSA Practice Activities and Assessments
    - Common Vocabulary Quizzes on words from the short stories "The Lottery" and "A Sound of Thunder"
    - Comprehension and Analysis Questions for "The Lottery" and "A Sound of Thunder"
    - "The Lottery" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
    - "The Lottery" One-Paragraph Analysis Essay
    - "A Sound of Thunder" Common Selection Test (PSSA-style skills-based questions and analytical short response questions)
    - Common Grammar Quizzes (focused on the skills taught in Quarter 3)
    - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.
    - Additional Writing Assignments

- **Summative:**
  Note: All summative assessments will be common assessments.
    - TDA on the short story "A Sound of Thunder"
    - Cumulative Grammar Exams (Quarters 1, 2, and 3 concepts)
    - Cumulative Skills and Cold Read Test (PSSA-style skills-based assessment)

- **Correctives:**
    - Teacher/Student Writing Conferences
    - Targeted Remediation Activities, which may include online independent practice
    - Reviewing Assessments
    - Use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans
- **Extensions:**
    - PSSA Terminology Project - Literary Terms Activity

Unit 4: Memory, Survival, and Moral Courage

Standards:

- **1.3 Reading Literature:**
  - CC.1.3.8.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.1.3.8.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.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.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.1.2.8.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.1.3.8.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.1.3.8K - 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **1.2 Reading Informational Text**
  - 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 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.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.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.

- **1.4 Writing:**
  - 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.
  - 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 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.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - 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.

- 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.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.
- 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.

- **1.5 Speaking and Listening:**
  - 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.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.

- **Anchors:**
  - E08.A-K.1 Key Ideas and Details (Literature Texts)
  - E08.A-C.2 Craft and Structure (Literature Texts)
  - E08.A-C.3 Integration of Knowledge and Ideas (Literature Texts)
  - E08.A-V.4 Vocabulary Acquisition and Use (Literature Texts)
  - E08.B-K.1 Key Ideas and Details (Informational Texts)
  - E08.B-C.2 Craft and Structure (Informational Texts)
  - E08.B-C.3 Integration of Knowledge and Ideas (Informational Texts)
  - E08.B-V.4 Vocabulary Acquisition and Use (Informational Texts)
  - E08.D.1 Conventions of Standard English
  - E08.D.2 Knowledge of Language
  - E08.E.1 Evidence-Based Analysis of Text

- **Eligible Content:**

  - E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
    - 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-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-C.2.1 Demonstrate understanding of craft and structure in literature.
  - 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-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
  - 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 Demonstrate understanding of vocabulary and figurative language in literature.
  - 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.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
  - 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.1.1.2 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.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
    - E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
        - 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-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.
    - E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
        - 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 Demonstrate understanding of vocabulary and figurative language in informational texts.
        - 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 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.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
  - 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. This one is not addressed anywhere.
  - 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 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
  - 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
- E08.D.2.1 Use knowledge of language and its conventions.
  - 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 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        - 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.1.1.4 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.

- **Objectives:**
    - Read a story and explain the plot on a surface level and allegorical level, making connections between the text and real world people, places, and events. (DOK 2,3,4)
    - Read a novel for its effectiveness at showing how authors develop ideas and themes over time. (DOK 3)
    - Review test-taking strategies and eligible content for the PSSA. (DOK 1,2,3,4)
    - Write analysis paragraphs that incorporate the use of text evidence to prove a writer's claim and analyze how that evidence supports that claim. (DOK 1,2,3)
    - Participate in various writing exercises in order to develop a writer's voice and style, apply grammatical concepts being taught throughout the year, and assist students in better understanding and utilizing the writing process as a tool for revision and polishing their writing. (DOK 1,2,3)
    - Review and apply all grammar concepts from Quarter 1, Quarter 2, and Quarter 3. (DOK 2,3)
    - Write an explanatory/informative mini-essay that informs the reader about a given topic using facts, statistics, examples, and evidence. This essay will present in-depth knowledge with clarity and accuracy. (DOK 1, 2,3,4)

Core Activities and Corresponding Instructional Methods:
This Concepts class is designed to provide students with more significant levels of support than ELA 8. In this class, core activities and instructional methods will center around

scaffolding and instructional support. Activities will move at a slower pace, and complex concepts and assignments will be broken down into manageable steps (chunking) to ensure that students build a strong foundation and to fill existing gaps in student mastery. More teacher modeling and guided practice, coupled with more frequent checks for understanding, will occur. Activities and instructional methods may include the following: modeling and the use of exemplars, graphic organizers for writing assignments, structured notes (possibly to include skeleton notes), I Do - We Do - You Do as a learning progression, vocabulary support, and additional time for reading assignments, writing assignments, and assessments as needed. Students will be exposed to PSSA-style questioning and grade-level text. Remediation, reteaching, and retesting will occur, using diagnostic and formative testing data to target student needs.

1. PSSA Review - **English/Language Arts state testing occurs in the fourth marking period. Teachers will set aside time to review the skills addressed throughout the year in preparation for the PSSA. Depending on the dates of the exam in a given year, this practice may take place at the end of Quarter 3 and/or the beginning of Quarter 4.**
    a. Teachers will use PSSA released item samplers as well as teacher created materials to provide targeted practice for students and to review test-taking strategies
    b. Teachers will utilize the digital PSSA sampler to help students gain familiarity with the test format and test-taking tools.
    c. Targeted practice will be assigned to students based on their identified areas of need.
2. Closely read and analyze selections that reflect the theme of the unit
    a. In-class reading and re-reading, annotating the text, and analysis with reading-for-meaning questions based on the following texts: *I Have Lived a Thousand Years* novel by Livia Bitton-Jackson and *Terrible Things: An Allegory of the Holocaust* by Eve Bunting.
    b. Explore the reading strategy of text annotation. Students will continue to locate main ideas, make inferences, make predictions, paraphrase, summarize, make connections, utilize context clues, and word analysis to determine the meaning of unknown words.
    c. Discuss and explain the author's use of setting and historical context in *I Have Lived a Thousand Years* and *Terrible Things: An Allegory of the Holocaust*.
    d. Analyze the development of a theme and central idea over the course of *I Have Lived a Thousand Years* and *Terrible Things: An Allegory of the Holocaust*.
    e. Explain the point of view, tone, mood, and conflict (internal versus external) the author used throughout *I Have Lived a Thousand Years* and *Terrible Things: An Allegory of the Holocaust*.
    f. Analyze how the characters respond to challenges -- realistic characters in *I Have Lived a Thousand Years* versus the symbolic characters in *Terrible Things: An Allegory of the Holocaust*.
    g. Identify the difference in the structure of a memoir versus an allegory.

h. Cite textual evidence to support analysis of *I Have Lived a Thousand Years* novel by Livia Bitton-Jackson and *Terrible Things: An Allegory of the Holocaust* by Eve Bunting for the purposes of answering questions and writing essays.
i. Create a one-pager project for *Terrible Things* that demonstrates an understanding of allegory, symbolism, and theme.
j. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

3. Writing
    a. Writer's Workshop and Feedback Activities
        i. Frequent writing opportunities that ask students to think critically and analytically about topics. These will range from short writing tasks to analysis paragraph writing, TDA writing, and informative/explanatory writing. Some activities will be focused on impromptu writing, and others will be based on works being read and studied in class.
        ii. Students will apply the grammatical concepts that have been studied throughout the first and second quarter to evaluate their own work and the work of their peers. Teachers will work with students throughout this workshop to ensure that the grammatical concepts from Quarter 1, Quarter 2, and Quarter 3 are being applied accurately and appropriately, and teachers will address issues on an individual student and whole class basis as needed.
        iii. Students will use academic vocabulary/domain specific vocabulary when writing.
    b. Informative/Explanatory Writing
        i. Students will write an informative/explanatory mini-essay on a teacher approved topic.
            1. Students will be guided step-by-step through this writing process.
    c. Analysis paragraph writing
        i. Students will write a one-paragraph analytical essay based on the novel *I Have Lived a Thousand Years* by Livia Bitton-Jackson.
            1. Students will complete the essays with the aid of a graphic organizer. For each essay, students will:
                a. Write a topic sentence that restates and answers the prompt, provide context for text evidence, include relevant text evidence introduced by a transition, explain what the evidence means, analyze its role in the text, and provide a final observation sentence that goes beyond summarizing.
4. Conventions of Standard English - Grammar concepts from Quarter 1, Quarter 2, and Quarter 3 will be reviewed. Students will be asked to apply what they have learned in their writing. New concepts will be introduced if time permits.
5. Novel study
    a. Read and analyze the novel *I Have Lived a Thousand Years* by Livia Bitton-Jackson.
        i. Students will mostly read the novel in class, but some chapters or portions of chapters may be assigned for homework.

ii. Students will answer comprehension and analysis questions that correspond with the assigned chapters.

b. Participate in daily novel discussions. Students will be called upon to participate in discussions, explore text, and share ideas, make connections to other texts and the world, etc.

c. Deepen understanding of concepts and develop test-taking skills through the integration of PSSA-style leveled questions and DOK Level 2, 3, and 4 questions through discussion and assessment.

Assessments:

Assessments in Concepts of English 8 will include scaffolded questions, making them more accessible to students in need of remediation; however, they will also include PSSA-style questions and will be directly connected to PSSA Eligible Content and PA Core Standards to ensure students are prepared for the rigors of the PSSA.

- **Diagnostic:**
  - Diagnostic and/or Benchmark Assessments will be administered according to the district and department plan. This data will be used to create targeted remediation, practice, and enrichment opportunities.
  - Pretests will be administered as needed.

- **Formative:**
  Note: The formative assessments will be common; however, teachers may need to address student needs by including additional practice and additional assessments. These assessments will be in addition to, not in place of, the agreed upon assessments.
  - Targeted remediation, practice, and enrichment activities and assignments, using the data from diagnostic and benchmark assessments. These assignments will vary; however, teachers will collaborate on their impact on student gradebooks to ensure equity.
  - Common Comprehension and Analysis Questions for the novel *I Have Lived a Thousand Years*
  - *I Have Lived a Thousand Years* Analysis Paragraph
  - Informative/Explanatory Mini-Essay Assignment
  - One-pager project on *Terrible Things*
  - Writer's Workshop Activities - teacher conferencing, student peer conferencing, paragraph writing, review of rough draft elements, etc.
  - PSSA Style Assessment (released items and/or item sampler questions will be used) as decided upon by the team and given 1-2 weeks before the state test
  - Cumulative Grammar Assignment/Assessment

- **Summative:**
  Note: All summative assessments will be common, leveled assessments.
  - *I Have Lived a Thousand Years* Novel Test Part One - Common Selection Test (PSSA-style skills-based questions)

    - *I Have Lived a Thousand Years* Novel Test Part Two - Common Selection Test (PSSA-style skills-based questions)
    - Cumulative Final Exam
        - Literary and Poetic Terminology
        - Cold Read Passage - "The Girl Who Lived Forever," a nonfiction narrative by Kristen Lewis

- **Correctives:**
    - Teacher/Student Writing Conferences
    - Targeted Remediation Activities, which may include online independent practice
    - Reviewing Assessments
    - Use of previous PSSA and CDT data to create Writing Workshop/feedback groups and remediation plans

- **Extensions:**
    - Voices of the Resistance Google Slides Project
    - Holocaust Victim and Survivor ID Card project
    - PSSA-style practice activities (including poetry, short stories, excerpts, and works of drama) and nonfiction readings