

# **Scranton School District**

## **Planned Instruction**

**English**

**Grade 8**

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.1 Learning to Read Independently.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Identify appropriate reading materials (literature, information and documents) for a given purpose.</p> <p>Use common graphic features to increase understanding of reading materials.</p> <p>Apply knowledge of root words, context clues, and glossaries to understand specialized vocabulary words in the content areas. Students will use these words accurately in speaking and writing.</p> <p>Utilize specific strategies to identify basic facts and ideas in reading.</p>	<p>Uses charts, graphs, index, appendices, dictionaries, thesauri and internet search engines.</p> <p>Uses mapping, webbing, Venn diagrams, charting and various other comprehension strategies.</p> <p>Knows specialized vocabulary words in content areas with knowledge of root words, prefixes, suffixes and context clues.</p> <p>Identifies basic facts and ideas in texts.</p>	<p>Homework Observations Presentations and discussions Projects and Investigations Quizzes Tests Worksheets Writer's Reference Book (or various text)</p> <p><u>REMEDIATION:</u> Additional supplemental materials</p> <p><u>ENRICHMENT:</u> Games for the English classroom Puzzles to increase vocabulary</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Students will use a dictionary or related reference correctly.</p> <p>Interpret and show understanding of both fiction and nonfiction text. Students will make and support with evidence assertions about texts; compare and contrast text using themes, setting, characters and ideas; make extensions to related ideas or topics or information; describe the content of a document; analyze the positions, arguments and evidence in public documents.</p> <p>Demonstrate fluency and comprehension; read aloud with accuracy correcting mistakes. Students will be able to read a variety of genres and types of texts using appropriate rhythm, flow, meter and pronunciation (recommend 25 books per year).</p>	<p>Expanded vocabulary using idioms, connotative and denotative meanings.</p> <p>Distinguishes between fiction and nonfiction.</p> <p>Fluent; comprehends text.</p>	

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.2 Reading Critically in All Content Areas

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion; distinguish between essential and nonessential information; identify bias and propaganda; make inferences and draw conclusions; evaluate text and content</p> <p>Use and understand a variety of media and evaluate the quality of the material produced; compare and analyze how different media offer a unique perspective on the information presented; analyze the techniques of particular media messages and identify their targeted audience; use, design, and develop a media project (e.g., script, play, audio tape, web site) to express understanding.</p> <p>Develop proficiency in producing work in at least one literary genre.</p>	<p>Proficient in reading.</p> <p>Reads to determine the writer's purpose across a variety of media.</p> <p>Produced work.</p>	

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.3 Reading, Analyzing, and Interpreting Literature

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand works of literature.</p> <p>Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view and style.</p> <p>Analyze the effect of various literary devices; sound techniques (e.g. rhyme, rhythm, meter, alliteration); figurative language (e.g. personification, simile, metaphor, hyperbole, allusion).</p> <p>Identify poetic forms (e.g. ballad, sonnet, and couplet).</p> <p>Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character.</p>	<p>Proficient in objective, literal and interpretive activities.</p> <p>Proficient in identifying the elements of fiction.</p> <p>Explored various literary devices.</p> <p>Explored how to distinguish various types of verse.</p> <p>Explored dramatic conventions and character motivation.</p>	<p>Homework Observation Presentations &amp; discussions Projects and investigations Quizzes Tests Worksheets Writing rubric Writing Reference Book</p> <p><u>REMEDIATION:</u> Peer coaching Re-teaching of skills Supplemental worksheets Use of media to aid comprehension</p> <p><u>ENRICHMENT:</u> Research literary elements from a historical approach Researching various historical works for literary significance Presentations opportunities</p>

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.4 Types of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write short stories, poems and plays that include: varying organizational methods, relevant illustrations, dialogue and literary elements.</p> <p>Write multi-paragraph, information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: cause and effect; a problem and solution when appropriate to the topic; relevant graphics such as maps, charts, graphs, illustrations, photographs and tables; distinguishing between primary and secondary sources.</p>	<p>Proficient in writing short stories, poems and/or skits.</p> <p>Proficient in writing multi-paragraph nonfiction pieces, distinguishing between primary and secondary sources.</p>	<p>Business and friendly letters Cause and effect essay Homework Independent conferencing Journal writing activities Observation Presentation &amp; discussion Projects using visual aids Original expository pieces, newspaper articles, persuasive pieces, poetry, short stories, skits Quizzes &amp; tests Worksheets Written response to open ended questions Writing rubric Writing Reference Books</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write persuasive pieces that include: a clearly stated position or opinion, include convincing and specific detail, properly sited evidence; develop reader interest, anticipate and counter reader concerns and arguments.</p> <p>Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>Proficient in writing persuasive pieces.</p> <p>Proficient in record keeping.</p>	<p><u>REMEDIATION:</u>            Additional independent conferencing            Modeling            Re-teaching of skills            Small group or partner projects            Story starters</p> <p><u>ENRICHMENT:</u>            Independent exploration of additional Topics            Presentation opportunities</p>

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.5 Quality of Writing.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write with a sharp, distinct focus by identifying topic, task and audience and establishing a single point of view</p> <p>Write using well-developed content appropriate for the topic: gather, determine validity and reliability of and organize information; employ the most effective format for purpose and audience; write paragraphs that have details and information specific to the topic and relevant to the focus.</p>	<p>Proficient in writing with a sharp distinct focus.</p> <p>Proficient in developing content appropriate to topic.</p>	<p>Grammar exercises</p> <p>Homework</p> <p>Independent conferencing</p> <p>Journal writing activities</p> <p>Observation</p> <p>Presentations &amp; discussion</p> <p>Projects</p> <p>PSSA writing rubric</p> <p>Original writing various genre</p> <p>Quizzes &amp; tests</p> <p>Self/Peer/Teacher revision and editing</p> <p>Worksheets</p> <p>Written response to open ended questions in reading and math</p> <p>Writing rubric/checklist</p> <p>Writing reference book</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion.</p> <p>Write with an understanding of the stylistic aspects of composition: use different types and lengths of sentences; use tone and voice through the use of precise language.</p> <p>Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p>	<p>Proficient in writing a well organized piece of original writing.</p> <p>Proficient in development of style and voice through original writing.</p> <p>Proficient in revision of original work.</p>	<p><u>REMEDIATION:</u>            Additional independent conferencing            Additional grammar review            Modeling            Re-teaching of skills            Small group or partner projects            Supplemental worksheets</p>



**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.6 Speaking and Listening.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Listen to others: ask probing questions; analyze information, ideas and opinions to determine relevancy; take notes when needed.</p> <p>Listen to selections of literature (fiction and/or nonfiction); relate them to previous knowledge; predict content/events; summarize events and identify significant points; identify and define new words and concepts; analyze the selections.</p> <p>Speak, using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; add stress (emphasis) and inflection to enhance meaning.</p>	<p>Possesses critical listening skills.</p> <p>Demonstrates proficiency in applying listening skills to literature.</p> <p>Effective public speaking skills.</p>	<p>Homework Independent conferencing Journal writing activities Observation Presentations &amp; discussion Projects Quizzes &amp; tests Self/Peer/Teacher revision and editing Speech rubric Worksheets Writing Reference Book</p> <p><u>REMEDIATION:</u> Additional independent conferencing Modeling Re-teaching of skills Small group or partner projects Supplemental worksheets</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Contribute to discussion: ask, relevant, probing questions; respond with relevant information, ideas, or gives reasons in support of opinions expressed; listen to and acknowledge the contributions of others; adjust tone and involvement to encourage participation; clarify, illustrate or expand on a response when asked; present support for opinions; paraphrase and summarize when prompted.</p> <p>Participate in small/large group discussions and presentations; initiate everyday conversations; select a topic and present an oral reading; organize and participate in informal debates.</p> <p>Use and evaluate media for learning purposes.</p>	<p>Proficient in contributing to classroom discussions.</p> <p>Proficient in participating in formal and informal discussions and presentations in the classroom.</p> <p>Proficient in evaluating media for learning purposes.</p>	<p><u>ENRICHMENT</u>: Independent exploration of additional Topics. Presentation opportunities</p>

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.7 Characteristics and Functions of the English Language.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Describe the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>Analyze the role and place of standard American English in speech, writing and literature.</p> <p>Identify new words that have been added to the English language over time.</p>	<p>Proficient in word origins and meanings.</p> <p>Proficient in the usage of formal English.</p> <p>Proficient in identification of new words.</p>	<p>Discussion Homework Observation Quizzes &amp; tests Vocabulary activities Worksheets Writing Reference Book</p> <p><u>REMEDIATION:</u> Re-teaching of skills Supplemental worksheets</p> <p><u>ENRICHMENT:</u> Opportunities for additional vocabulary presentations</p>

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 8/ENGLISH

**Standard And Strand** 1.8 Research.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Select and refine a topic for research.</p> <p>Locate information using appropriate sources/strategies: determine valid resources for researching the topic, including primary and secondary sources; evaluate the importance and quality of the sources; select essential sources; use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools.</p>	<p>Explored topics for research.</p> <p>Uses various strategies in locating research information.</p>	<p>Creation of a research bibliography, note cards, outlines and presentation of findings</p> <p>Discussion</p> <p>Homework</p> <p>Investigation</p> <p>Observation</p> <p>Quizzes &amp; test</p> <p>Worksheets</p> <p>Writing Reference Book</p> <p><u>REMEDIATION:</u></p> <p>Modeling</p> <p>Re-teaching of skills</p> <p>Supplemental Worksheets</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Organize, summarize and present the main idea from research; identify the steps necessary to carry out a research project; take relevant notes from sources; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques to create an understandable presentation for the designated audience.	Uses various techniques for organizing, summarizing and presenting research findings.	<u>ENRICHMENT:</u> Opportunities for more detailed research techniques

### English 8/Resource List

1. Month-by-Month Thematic Stationary – Scholastic, New York, c.1998 (ISBN: 0-439-04392-1)
2. Write Source 2000; A guide to Writing, Thinking & Learning – Write Source Educational Publishing, Wisconsin, c.1992 (ISBN: 0-939045-79-6)
3. Writing to Describe, A Use-and-Keep Writing Portfolio, Level C, Zaner-Bloser Inc., Ohio, (ISBN: 0-88085-927-X)
4. Writing to Inform, A Use-and-Keep Writing Portfolio, Level C, Zaner-Bloser Inc., Ohio.
5. Writing to Persuade, a Use-and-Keep Writing Portfolio, Level C, Zaner-Bloser Inc., Ohio.
6. Writing a Narrative, a Use-and-Keep Writing Portfolio, Level C, Zaner-Bloser Inc., Ohio.
7. Writing a Report, a Use-and-Keep Writing Portfolio, Level C, Zaner-Bloser Inc., Ohio.
8. World of Language, Grade 8, Silver Burdett and Gin, New Jersey, C. 1990. (ISBN: 0-38210667-9)
9. World of Language, Grade 8, Practice Masters, Silver Burdett and Gin, New Jersey, c.1990.
10. World of Language, Grade 8, Re-teaching Masters, Silver Burdett and Gin, New Jersey, c.1990.
11. World of Language, Grade 8, Evaluation and Testing Program, Silver Burdett and Gin, New Jersey, c.1990.
12. Hot Fudge Monday, Tasty ways to teach parts of speech to students who have a hard time swallowing anything to do with grammar, Larson Randy, Cottonwood Press, Fort Collins, CO, c.1993. (ISBN: 1877673-17-X)
13. Games for English and Language Arts, Cottonwood Press, Fort Collins, CO. c.1993. (ISBN: 1-877673-12-9)
14. Extra Book Level 1, Extra Credit, Enrichment, Creative thinking, Just for Fun, Second Edition, Cottonwood Press, Fort Collins, CO. c.1993 (ISBN: 1-877-673-05-6)
15. English Teachers Book of Instant Word Games, Grades 7-12, The Center for Applied Research and Education, West Nyack, New York, c.1992 (ISBN: 0-87628-303-2)
16. Motivational Spelling Lessons, J. Weston/Walch
17. Voyages in English, Grade 8, Loyola University Press, Chicago, ILL, c.1987. (ISBN: 0-8294-0548-8)