
English 8

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

English 8

- **Completion of English 7**

Course Description:

Students in English 8 will approach learning with a focus on college and career readiness. Students will read, understand, and respond to informational texts and works of literature. Students will develop the skills of informational, argumentative, and narrative writing, as well as the ability to engage in evidence based analysis of text and research. Students will focus on communication skills that enable critical listening and effective presentation of ideas.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

**Dunmore School District
Curriculum Guide**

Year-at-a-glance

Subject: English 8	Grade Level: 8	Date Completed: 3/12/2019
---------------------------	-----------------------	----------------------------------

1st Quarter

Topic	Resources	Standards
<p>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition • Range of Reading 	<p><i>Scope</i> magazine: Narrative Nonfiction story Paired Texts Short read Debate <i>Scope</i> worksheets (Higher/Lower Level)</p> <p><i>Newsela</i> articles</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Informational Text 1.2</p>
<p>Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition and Use • Range of Reading 	<p><i>Scope</i> magazine: Drama /Play Fiction story</p> <p><i>Scope</i> worksheets (Higher/Lower Level)</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Literature 1.3</p>

**Dunmore School District
Curriculum Guide**

<p>Writing: Students write for different purposes and audiences. Students write with a clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> • Informative/Explanatory • Narrative • Response to Literature Production and Distribution of Writing • Technology and Publication • Conducting, Reliability, and Validity of Sources • Range of Writing 	<p><i>Scope</i> magazine writing prompts (Higher/Lower Level)</p> <p>Teacher generated writing prompts</p> <p><i>Collin's Writing Program</i> texts and worksheets (Ten Percent Summary, S.T.A.R.T. Sentence)</p> <p>Teacher generated texts and worksheets</p>	<p>Writing 1.4</p>
<p>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <ul style="list-style-type: none"> • Comprehension of Knowledge • Presentation of Knowledge and Ideas • Integration of Knowledge and Ideas • Conventions of Standard English 	<p><i>Scope</i> magazine audio version of all articles and stories</p> <p><i>Scope</i> magazine videos previewing articles and stories and videos on related materials</p> <p><i>BrainPop</i> short films</p> <p><i>Writer's Choice</i> textbook</p> <p>Teacher generated notes and worksheets</p>	<p>Speaking and Listening 1.5</p>

**Dunmore School District
Curriculum Guide**

2nd Quarter

Topic	Resources	Standards
<p>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition • Range of Reading 	<p><i>Scope</i> magazine: Narrative Nonfiction story Paired Texts Short read Debate <i>Scope</i> worksheets (Higher/Lower Level)</p> <p><i>Newsela</i> articles</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Informational Text 1.2</p>
<p>Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition and Use • Range of Reading 	<p><i>Scope</i> magazine: Drama /Play Fiction story</p> <p><i>Scope</i> worksheets (Higher/Lower Level)</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Literature 1.3</p>

**Dunmore School District
Curriculum Guide**

<p>Writing: Students write for different purposes and audiences. Students write with a clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> • Informative/Explanatory • Narrative • Response to Literature Production and Distribution of Writing • Technology and Publication • Conducting, Reliability, and Validity of Sources • Range of Writing 	<p><i>Scope</i> magazine short constructed response questions</p> <p><i>Scope</i> magazine TDA questions (Higher/Lower Level)</p> <p>Teacher generated narrative and descriptive essay writing prompts and TDA questions</p> <p><i>Collin's Writing Program</i> texts and worksheets (Ten Percent Summary, S.T.A.R.T. Sentence)</p> <p>Teacher generated texts and worksheets for constructed responses and Text Dependent Analysis responses (RACES)</p>	<p>Writing 1.4</p>
<p>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <ul style="list-style-type: none"> • Comprehension of Knowledge • Presentation of Knowledge and Ideas • Integration of Knowledge and Ideas • Conventions of Standard English 	<p><i>Scope</i> magazine audio version of all articles and stories</p> <p><i>Scope</i> magazine videos previewing articles and stories and videos on related materials</p> <p><i>BrainPop</i> short films</p> <p><i>Writer's Choice</i> textbook</p> <p>Teacher generated notes and worksheets</p>	<p>Speaking and Listening 1.5</p>

**Dunmore School District
Curriculum Guide**

3rd Quarter

Topic	Resources	Standards
<p>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition • Range of Reading 	<p><i>Scope</i> magazine: Narrative Nonfiction story Paired Texts Short read Debate <i>Scope</i> worksheets (Higher/Lower Level)</p> <p><i>Newsela</i> articles</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Informational Text 1.2</p>
<p>Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition and Use • Range of Reading 	<p><i>Scope</i> magazine: Drama /Play Fiction story</p> <p><i>Scope</i> worksheets (Higher/Lower Level)</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Literature 1.3</p>

**Dunmore School District
Curriculum Guide**

<p>Writing: Students write for different purposes and audiences. Students write with a clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> • Informative/Explanatory • Narrative • Response to Literature Production and Distribution of Writing • Technology and Publication • Conducting, Reliability, and Validity of Sources • Range of Writing 	<p><i>Scope</i> magazine short constructed response questions</p> <p><i>Scope</i> magazine TDA questions</p> <p>Teacher generated informational/explanatory essay writing prompts and TDA questions</p> <p><i>Collin's Writing Program</i> texts and worksheets (Ten Percent Summary, S.T.A.R.T. Sentence)</p> <p>Teacher generated texts and worksheets for constructed responses and Text Dependent Analysis responses (RACES)</p>	<p>Writing 1.4</p>
<p>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <ul style="list-style-type: none"> • Comprehension of Knowledge • Presentation of Knowledge and Ideas • Integration of Knowledge and Ideas • Conventions of Standard English 	<p><i>Scope</i> magazine audio version of all articles and stories</p> <p><i>Scope</i> magazine videos previewing articles and stories and videos on related materials</p> <p><i>BrainPop</i> short films</p> <p><i>Writer's Choice</i> textbook</p> <p>Teacher generated notes and worksheets</p>	<p>Speaking and Listening 1.5</p>

**Dunmore School District
Curriculum Guide**

4th Quarter

Topic	Resources	Standards
<p>Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition • Range of Reading 	<p><i>Scope</i> magazine: Narrative Nonfiction story Paired Texts Short read Debate <i>Scope</i> worksheets (Higher/Lower Level)</p> <p><i>Newsela</i> articles</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Informational Text 1.2</p>
<p>Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Vocabulary Acquisition and Use • Range of Reading 	<p><i>Scope</i> magazine: Drama /Play Fiction story</p> <p><i>Scope</i> worksheets (Higher/Lower Level)</p> <p>Teacher generated notes and worksheets</p>	<p>Reading Literature 1.3</p>

**Dunmore School District
Curriculum Guide**

<p>Writing: Students write for different purposes and audiences. Students write with a clear and focused text to convey a well-defined perspective and appropriate content.</p> <ul style="list-style-type: none"> • Informative/Explanatory • Narrative • Response to Literature Production and Distribution of • Writing • Technology and Publication • Conducting, Reliability, and Validity of Sources • Range of Writing 	<p><i>Scope</i> magazine short constructed response questions</p> <p><i>Scope</i> magazine TDA questions (Higher/Lower Level)</p> <p>Teacher generated argumentative essay writing prompts and TDA questions</p> <p><i>Collin's Writing Program</i> texts and worksheets (Ten Percent Summary, S.T.A.R.T. Sentence)</p> <p>Teacher generated texts and worksheets for constructed responses and Text Dependent Analysis responses (RACES)</p>	<p>Writing 1.4</p>
<p>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <ul style="list-style-type: none"> • Comprehension of Knowledge • Presentation of Knowledge and Ideas • Integration of Knowledge and Ideas • Conventions of Standard English 	<p><i>Scope</i> magazine audio version of all articles and stories</p> <p><i>Scope</i> magazine videos previewing articles and stories and videos on related materials</p> <p><i>BrainPop</i> short films</p> <p><i>Writer's Choice</i> textbook</p> <p>Teacher generated notes and worksheets</p>	<p>Speaking and Listening 1.5</p>
<p>Review and Final Exam</p>	<p>Teacher generated notes and worksheets</p>	

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Word Choice	Academic Vocabulary Literary Terms Nonfiction Terms Resource Words Transition Words Mood Words Tone Words Commonly Confused Words	Teacher Generated Text <i>Scope Magazine</i>	Teacher prepared tests, quizzes, etc.	9 days
<p>Reading Informational Text 1.2 Reading Literature 1.3 Writing 1.4</p> <p>Anchor Descriptor: E08.B-V.4.1 Demonstrates understanding of vocabulary and figurative language in informational texts. E08. D.1.1 Demonstrates command of the conventions of standard English grammar and usage.</p> <p>Eligible Content: E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. Determine the meaning of technical words phrases used in a text. E08.D1.1.9 Correctly use frequently confused words (e.g. to, too, two; there, their, they're).</p> <p>PA Core Standards: ELA CC.1.2.8. F Analyze the influence of the words or phrases in a text including figurative, connotative, and technical meanings, and how they meaning and tone. CC.1.2.8. J Acquire and use accurately grade-appropriate general and 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.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Listening Skills and Speaking	Introductions Listening Skills	Teacher Generated Text <i>BrainPop</i> short film series Student Silhouettes	Teacher prepared tests, quizzes, etc. <i>BrainPop</i> quizzes	5 days
<p>Speaking or Listening 1.5</p> <p>PA Core Standards: ELA</p> <p>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.</p> <p>CC.1.5.8. B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.C Analyze the purpose of the information presented in diverse formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.</p> <p>CC.1.5.8. D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8. E Adapt a speech to a variety of contexts and tasks.</p> <p>CC.1.5.8. F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8. G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Informational Text Features	<ul style="list-style-type: none"> • Organizational Text Features • Print Text Features • Graphic Text Features 	Teacher Generated Text <i>Understanding Informational Text Features</i> <i>Scope magazine</i>	Teacher prepared tests, quizzes, etc.	10 days
<p>Writing 1.4</p> <p>Anchor Descriptor: E08. C.1.2 Write informational/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Eligible Content: E08. C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 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).</p> <p>PA Core Standards: ELA 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, definition, 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.</p>				

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Objective Summary Constructed Response Questions Text Dependent Analysis Questions	Marking the Text Reading Informational Texts S.T.A.R.T. Sentences Writing 10% Objective Summary Answering a Constructed Response Questions Using Text Evidence Citing a Source Answering a Text Dependent Analysis Question	Teacher generated text and worksheets <i>Scope</i> magazine texts and worksheets <i>John Collins Writing Program</i> texts and worksheets	Teacher prepared tests, quizzes, etc.	20 days
<p>Reading Literature 1.3 Writing 1.4</p> <p>Anchor Descriptor: E08.A-K.1.1 Demonstrates understanding of key ideas and details in literature. E08.A-C.2.1 Demonstrates understanding of craft and structure in literature. E08.A-C.3.1 Demonstrates understanding of connections within, between, and /or among texts. E08.B-K.1.1 Demonstrates understanding in key ideas and details in informational texts. E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage. E08.D.1.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. E08.D.2.1 Use knowledge of language and its conventions. E08. E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p> <p>Eligible Content: 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 aspect of character, or provoke a decision. E08.A-C.2.1.1 Analyze how the differences in the points of view of the characters and the audience or reader create such effects as suspense</p>				

**Dunmore School District
Curriculum Guide**

and 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.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 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.

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.2.1.5 Maintain consistency in style and tone.

E08.D.2.1.6 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

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.2.1.5 Maintain consistency in style and tone.

E08.D.2.1.6 Choose punctuation for effect.

E08.D.2.1 Use knowledge of language and its conventions.

PA Core Standards: ELA

CC.1.2.8.A Determine the 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.

**Dunmore School District
Curriculum Guide**

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, and 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 words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

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 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.1.4.8.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 concept; 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.H Introduce and state an opinion on a subject.

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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Proofreading and Editing	Universal Proofreading Symbols	Teacher generated texts and worksheets <i>Scope</i> magazine texts and worksheets <i>Writer's Choice</i> text	Teacher prepared tests, quizzes, etc. <i>Scope</i> magazine texts and worksheets <i>BrainPop</i> quizzes	3 days
<p>Writing 1.4</p> <p>Anchor Descriptor: E08.D.1.1 Demonstrates command of the conventions of standard English grammar and usage E08.D.1.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. E08.D.2.1 Use knowledge of language and its conventions.</p> <p>Eligible Content: E08.D.1.1.1 Explain the function of verbals 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 the correct inappropriate shifts in 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. <i>to, too, two; their, there, they're</i>). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement. E08.D.1.2.1 Use punctuation (i.e. comma, ellipsis, and dash) to indicate a pause or a break. E08.D.1.2.2 Use and 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.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects</p>				

**Dunmore School District
Curriculum Guide**

(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.2.1.5 Maintain consistency in style and tone.

E08.D.2.1.6 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

PA Core Standards: ELA

CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.T With some guidance 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 has been addressed.

CC.1.4.8.E,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 formal style.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying length and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Capitalization</p> <p>Abbreviations</p> <p>Punctuation</p>	<p>End Marks</p> <ul style="list-style-type: none"> ○ Period ○ Question Mark ○ Exclamation Point <ul style="list-style-type: none"> ● Underlining/ Italics/ Quotation Marks ● Hyphens ● Dashes ● Brackets ● Parentheses ● Ellipsis ● Semicolon ● Colon ● Numbers 	<p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine texts and worksheets</p> <p><i>Writer's Choice</i> text</p> <p>Study Island</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><i>Scope</i> magazine quizzes</p> <p>Study Island Quizzes</p>	<p>13 days</p>

Writing 1.4

Anchor Descriptor:

E08.D.1.1 Demonstrates command of the conventions of standard English grammar and usage

E08.D.1.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling.

E08.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

E08.D.1.1.1 Explain the function of verbals 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 the correct inappropriate shifts in 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.

**Dunmore School District
Curriculum Guide**

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; their, there, they're*).

E08. D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.

E08. D.1.2.1 Use punctuation (i.e. comma, ellipsis, and dash) to indicate a pause or a break.

E08.D.1.2.2 Use and 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.2.1.1 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.2.1.5 Maintain consistency in style and tone.

E08.D.2.1.6 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

PA Core Standards: ELA

CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.T With some guidance 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 has been addressed.

CC.1.4.8.E,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 formal style.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying length and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Sentence Types	<ul style="list-style-type: none"> • Declarative • Imperative • Interrogative • Exclamatory 	<p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine texts and worksheets</p> <p><i>Writer's Choice</i> text</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p><i>Scope</i> magazine texts and worksheets</p> <p><i>BrainPop</i> quizzes</p>	2 days

Language

Writing 1.4

Anchor Descriptor:

E08.D.2.1 Use knowledge and language and its conventions.

Eligible Content:

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.

PA Core Standards: ELA

CC.1.4.8.E Write with an awareness of 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.K Write with an awareness of the stylistic 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

**Dunmore School District
Curriculum Guide**

CC.1.4.8.Q Write with the awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Letters	<p>Writing Personal Letters Writing Business Letters Writing Thank You Notes Addressing Envelopes</p>	<p>Approved textbook Teacher generated texts and worksheets</p>	<p>Teacher prepared tests, quizzes, etc. <i>Scope</i> magazine Study Island</p>	5 days
<p>Writing 1.4</p> <p>Anchor Descriptor: E08.C.1.2 Write informational/explanatory texts to examine a topic a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Eligible Content: E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose. E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. E08.C.1.2.5 Establish and maintain a formal style. E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.</p> <p>PA Core Standards: ELA 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 section; include formatting when useful to aiding comprehension. CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. 				

**Dunmore School District
Curriculum Guide**

- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.H Introduce and state an opinion on a topic.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Quotations</p> <p>Narrative Essays</p> <p>Descriptive Essays</p>	<p>Writing Direct Quotations Writing Indirect Quotations Punctuating Quotations Writing Dialogue Narrative Essay Structure Descriptive Essay Structure</p>	<p>Approved textbook</p> <p>Teacher generated texts and worksheets</p> <p>Scope magazine</p> <p>Writer's Choice text</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Student Essays</p>	<p>13 days</p>

Writing 1.4

Anchor Descriptor:

E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and structured event sequences.

Eligible Content:

E08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

E08.C.1.3.2 Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.

PA Core Standards: ELA

CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences

**Dunmore School District
Curriculum Guide**

and events; provide a conclusion that follows from and reflects on narrated experiences and events.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying length and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Interjection	<ul style="list-style-type: none"> • Interjection • Nominative of Exclamation • Nominative of Address (Direct Address) 	<p>Approved Texts</p> <p>Teacher generated texts and worksheets</p> <p><i>Writer's Choice</i> text</p>	Teacher generated tests and quizzes	2 days

Writing 1.4

Anchor Descriptors:

E08.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

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.2.1.5 Maintain consistency in style and tone.

E08.D.2.1.6 Choose punctuation for effect.

E08.D.2.1.6 Choose words and phrases for effect.

PA Core Standards: ELA

CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8. T With some guidance 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 has been addressed.

CC.1.4.8. E, 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.

**Dunmore School District
Curriculum Guide**

- Establish and maintain formal style.

CC.1.4.8. Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Fact / Opinion	Fact Opinion	Approved Texts Teacher generated texts and worksheets <i>Writer's Choice</i> text	Teacher generated tests and quizzes	1 day
<p>Reading Informational Texts 1.2</p> <p>Anchor Descriptors: E08.E.1 Draw evidence from literary or informational texts to support analysis, reflection, and /or research.</p> <p>Eligible Content: 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 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.</p> <p>PA Core Standards: ELA 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 section; include formatting when useful to aiding comprehension.</p>				

**Dunmore School District
Curriculum Guide**

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.H Introduce and state an opinion on a topic.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Paragraph Development	<ul style="list-style-type: none"> • Topic Sentence • Topic • Controlling Idea • Question for Development Paragraph Unity Extraneous Information Paragraph Content Facts Reasons Examples Experiences Details Data Statistics 	<p>Approved Texts</p> <p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine</p> <p>Color Code Essay Diagram</p>	Teacher generated tests and quizzes	5 days

Writing 1.4

Anchor Descriptor:

E08.C.1.2 Write informational/explanatory texts to examine a topic a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content:

E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.

E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.C.1.2.5 Establish and maintain a formal style.

E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

**Dunmore School District
Curriculum Guide**

PA Core Standards: ELA

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 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.H Introduce and state an opinion on a topic.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Verbs	<ul style="list-style-type: none"> • Principal Parts • Regular/Irregular • Action/Linking • Transitive/Intransitive • Person <ul style="list-style-type: none"> ○ First ○ Second ○ Third • Number <ul style="list-style-type: none"> ○ Singular ○ Plural • Tense <ul style="list-style-type: none"> ○ Present ○ Past ○ Future ○ Present Perfect ○ Past Perfect ○ Future Perfect • Voice <ul style="list-style-type: none"> ○ Active ○ Passive • Mood <ul style="list-style-type: none"> ○ Indicative ○ Interrogative ○ Imperative ○ Subjunctive ○ Conditional • Verb Forms <ul style="list-style-type: none"> ○ Progressive ○ Emphatic 	<p>Approved Texts</p> <p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine</p> <p><i>BrainPop</i> short films</p> <p><i>CCSS Editing and Revising</i></p> <p><i>Writer's Choice</i> text</p>	Teacher generated tests and quizzes	12 days

**Dunmore School District
Curriculum Guide**

	<ul style="list-style-type: none"> ○ Potential ● Conjugation ○ Synopsis <p>Agreement of subjects and verbs</p>			
<p>Language Writing 1.4</p> <p>Anchor Descriptor: E08.D.1.1 Demonstrates command of the conventions of standard English grammar and usage E08.D.1.2 Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling. E08.D.2.1 Use knowledge of language and its conventions.</p> <p>Eligible Content: 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 the correct inappropriate shifts in 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. <i>to, too, two; their, there, they're</i>). E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>PA Core Standards: ELA CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.8.T With some guidance 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 has been addressed. CC.1.4.8.E, K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> ● 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. </p>				

**Dunmore School District
Curriculum Guide**

- Establish and maintain formal style.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying length and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Nouns and Pronouns	<ul style="list-style-type: none"> • Person <ul style="list-style-type: none"> ○ First Person ○ Second Person ○ Third Person • Number <ul style="list-style-type: none"> ○ Singular ○ Plural • Gender <ul style="list-style-type: none"> ○ Masculine ○ Feminine ○ Neuter ○ Common • Case <ul style="list-style-type: none"> ○ Nominative ○ Objective ○ Possessive • Common/Proper • Concrete/Abstract • Collective • Compound • Possessive • Noun Uses <ul style="list-style-type: none"> ○ Object of the Preposition ○ Subject ○ Appositive ○ Nominative of Exclamation ○ Direct Address ○ Adverbial Objective ○ Direct Object ○ Indirect Object ○ Objective Complement 	<p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine</p> <p><i>CCSS Prep Editing and Revising</i></p> <p><i>BrainPop</i> short film</p> <p><i>Writer's Choice</i> text</p>	<p>Teacher generated tests and quizzes</p>	<p>10 days</p>

Dunmore School District
Curriculum Guide

- Predicate Nominative
 - Retained Object
 - Cognate Object
- Pronouns**
- Agreement with Antecedents

Language
Writing 1.4

Anchor Descriptor:

E08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

E08.D.1.1.6 Recognize the correct inappropriate shifts in pronoun number and person.

E08.D.1.1.7 Recognize the correct vague pronouns (i.e. ones with unclear antecedents).

E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.

PA Core Standards: ELA

CC.1.4.8 F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Text Types and Purposes	<ul style="list-style-type: none"> • Topic • Audience • Purpose <ul style="list-style-type: none"> ○ Argumentative ○ Informative/Explanatory ○ Narrative ○ Descriptive • Organization <ul style="list-style-type: none"> ○ Logical ○ Chronological ○ Sequential ○ Spatial 	<p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine</p> <p><i>BrainPop</i> short films</p>	Teacher generated test and quizzes	3 days
<p>Writing 1.4</p> <p>Anchor Descriptors:</p> <p>E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>E08.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>E08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-constructed event sequences.</p> <p>Eligible Content:</p> <p>E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer’s purpose by logically organizing reasons and evidence.</p> <p>E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>E08.C.1.1.4 Establish and maintain a formal style.</p> <p>E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</p> <p>E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using</p>				

**Dunmore School District
Curriculum Guide**

strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

E08.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.C.1.2.5 Establish and maintain a formal style.

E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

E08.C.1.3.1 Engage and orient the reader by establishing s context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.

E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E08.C.1.3.5 Provide a conclusion that follows from the reflects on the narrated experiences or events.

PA Core Standards: ELA

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 evidence; 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 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.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

**Dunmore School District
Curriculum Guide**

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.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and to show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Organizational Text Structures	<ul style="list-style-type: none"> • Chronological • Sequential • Spatial • Logical <ul style="list-style-type: none"> ○ Cause/Effect ○ Compare/Contrast ○ Problem/Solution ○ Main Idea/ Detail 	Teacher generated texts and worksheets <i>Scope</i> magazine <i>BrainPop</i> short films <i>Understanding Informational Text Features</i>	Teacher generated tests and quizzes <i>Scope</i> magazine quizzes <i>BrainPop</i> quizzes	5 days
<p>Reading Informational Text 1.2 Reading Literature 1.3</p> <p>Anchor Descriptors: E08.A-K.1 Demonstrate understanding of key ideas in literature. E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.</p> <p>Eligible Content: 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.2.1.1 Analyze how differences in points of view of the characters and the audience or reader (i.e. 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.</p> <p>PA Core Standards: ELA CC.1.3.8.D Analyze how differences in the points of view of the characters and audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense and humor.</p>				

**Dunmore School District
Curriculum Guide**

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.

CC1.3.8.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.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Essay Structures: Argumentative/Informative	Introductory Paragraph <ul style="list-style-type: none"> ○ Hook ○ Transition ○ Thesis ○ Claim ○ Counterclaim ○ Parallel Structure Body Paragraph <ul style="list-style-type: none"> ○ Topic Sentence ○ Supports ○ Details Concluding Paragraph <ul style="list-style-type: none"> ○ Conclusion ○ Transition ○ Restatement Thesis 	Teacher generated texts and worksheets <i>Scope</i> magazine worksheets <i>BrainPop</i> short films <i>John Collins Writing Program</i>	Teacher generated texts and quizzes <i>Scope</i> magazine quizzes <i>BrainPop</i> short films <i>John Collins Writing Program</i> Students essays	5 days

Writing 1.4

Anchor Descriptors:

E08.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

E08.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.

Eligible Content:

E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, supports the writer’s purpose by logically organizing reasons and evidence.

E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

E08.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**Dunmore School District
Curriculum Guide**

E08.C.1.1.4 Establish and maintain a formal style.

E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

E08.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

E08.C.1.2.3 Use appropriate and varied transition to create cohesion and clarify the relationships among ideas and concepts.

E08.C.1.2.4. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E08.C.1.2.5 Establish and maintain a formal style.

E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

PA Core Standards: ELA

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 claims 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 form and supports the argument presented.

CC.1.4.8.K Write with an awareness of 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 vice through precise language.

Establish and maintain a formal style.

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, 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 and composition.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Sentence Structures	<ul style="list-style-type: none"> • Simple • Compound <ul style="list-style-type: none"> ○ Coordinate Conjunction ○ Correlative Conjunction ○ Subordinate Conjunction ○ Conjunctive Adverb • Complex • Compound-Complex • Sentence Fragment • Run-on Sentences • Clauses <ul style="list-style-type: none"> ○ Adverb ○ Adjective ○ Noun • Phrases <ul style="list-style-type: none"> ○ Prepositional ○ Appositive ○ Participle ○ Gerund ○ Infinitive • Misplaced Modifiers 	<p>Teacher generated texts and worksheets</p> <p><i>Scope</i> magazine worksheets</p> <p><i>BrainPop</i> short film</p> <p><i>Writer's Choice</i> text</p>	<p>Teacher generated tests and quizzes</p> <p><i>Scope</i> magazine quizzes</p> <p><i>BrainPop</i> quizzes</p> <p><i>Writer's Choice</i> text</p>	17 days
<p>Writing 1.4</p> <p>Anchor Descriptors: E08.D.1.1 Demonstrate command of the standards of English grammar and usage. E08.D.2.1 Use knowledge of language and its conventions.</p> <p>Eligible Content: E08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. E08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p>				

**Dunmore School District
Curriculum Guide**

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.

PA Core Standards: ELA

CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar and usage, capitalization, Punctuation, and spelling.

CC.1.4.8.E, 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.Q Write with an awareness of the stylistic aspects of writing.

- Use verbs in the active and passive voice and in the mood to achieve particular effects.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Step Up Enrichment	Conventions of standard English grammar and usage	Teacher generated texts and worksheets <i>Scope</i> magazine texts and worksheets <i>BrainPop</i> short films Study Island <i>Writer's Choice</i> text <i>CCSS Editing and Revising</i> workbook	Teacher generated tests and quizzes <i>Scope</i> magazine worksheets <i>BrainPop</i> quizzes <i>Study Island</i> quizzes	35 days

Writing 1.4

Anchor Descriptors:

- E08.D.1.1 Demonstrates command of the conventions of standard English grammar and usage.
- E08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- E08.D.2.1 Use knowledge of language and its conventions.

Eligible Content:

- E.08.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 active and passive voice.
- E08.D.1.1.3 Form and use verbs in 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.1.1.6 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.

**Dunmore School District
Curriculum Guide**

E08.D.1.1.10 Correctly use frequently confused words (e.g. *to, too, two; their, there, they're*).

E08.D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.

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 series.

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.

PA Core Standards: ELA

CC.1.4.8.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.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.Q Write with an awareness of the stylistic aspects of writing.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Use sentences of varying lengths and complexities.

Create tone and voice through precise language.

**Dunmore School District
Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review for Exams	Conventions of standard English grammar and usage	Teacher generated test	Final exam	5 days

**Dunmore School District
Curriculum Guide**

Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Word Choice	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged text (if needed) <p>Suggested Time: 9 days as specified in curriculum with additional time as needed per individual student</p>
Listening Skills and Speaking	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged text (if needed) <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Informational Text Features	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged text (if needed) Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student
Objective Summary Constructed Response Questions Text Dependent Analysis Questions	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged text (if needed) Suggested Time: 20 days as specified in curriculum with additional time as needed per individual student

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Proofreading and Editing	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Use of examples 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (If needed) <p>Suggested Time: 3 days as specified in curriculum with additional time as needed per individual student</p>
Capitalization Abbreviations Punctuation	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Use of examples 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 13 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Sentence Types	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Use of examples 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged Font (If needed) <p>Suggested Time: 2 days as specified in curriculum with additional time as needed per individual student</p>
Letters	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Use of examples 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (If needed) <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Quotations</p> <p>Narrative Essays</p> <p>Descriptive Essays</p>	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Use of examples 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (If needed) <p>Suggested Time: 13 days as specified in curriculum with additional time as needed per individual student</p>
<p>Interjection</p>	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (If needed) <p>Suggested Time: 2 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Fact / Opinion	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples Provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 1 day as specified in curriculum with additional time as needed per individual student</p>
Paragraph Development	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Verbs	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 12 days as specified in curriculum with additional time as needed per individual student</p>
Nouns and Pronouns	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Text Types and Purposes	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 3 days as specified in curriculum with additional time as needed per individual student</p>
Organizational Text Structures	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Essay Structures: Argumentative/Informative	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student
Sentence Structures	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) Suggested Time: 17 days as specified in curriculum with additional time as needed per individual student

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Step Up Enrichment</p>	<ul style="list-style-type: none"> • Highlighter • Directions read aloud • Additional textbook sent home • Multi-modality instruction including modeling, explicit, instruction, repetition, rephrasing, visual cues, and chunking of material • Extra time to complete assignments • Preferential Seating • Break down directions with one directive given at a time • Frequent breaks to maintain focus • Use of computer (when available) • Modified assignments - reduction of questions, larger font on typed worksheets (if needed) • Use of Graphic Organizer (if needed) • Examples provided 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and answer choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Enlarged font (if needed) <p>Suggested Time: 35 days as specified in curriculum with additional time as needed per individual student</p>
<p>Review for Exams</p>	<p>As listed above</p>		