
Reading 8

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

Reading 8

Prerequisite:

- Successful completion of Reading 7.

Course Description:

Students in Reading 8 will approach learning with a focus on college and career readiness. Students will be able to read, understand, and respond to works of literature and informational text. 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 also 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.

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Year-at-a-glance

Subject: Reading 8	Grade Level: 8	Date Completed:3/14/2019
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1st Quarter

Topic	Resources	Standards
Literary Terms Academic Vocabulary Prefix, Suffix, Root	Approved textbook Literary Terms power point Literary Term, Academic vocabulary, and common prefix, suffix, and root word practice worksheets	1.5: Speaking and Listening
RACE and Start Sentences to answer questions. Use text to support assertion	Approved textbook Practice questions that require RACE and START sentences to answer questions as well as TDA questions	1.2: Reading Informational Text 1.3: Reading Literature 1.4: Writing 1.5: Speaking and Listening
Fiction- short story	Approved textbook Achieve the Core questions SOAPstone Collins Writing Type 1 and /or 2	1.3: Reading Literature 1.4: Writing 1.5: Speaking and Listening

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Short story nonfiction	Approved textbook Evaluate, Interpret, Compare/ Contrast Questions http://www.nytimes.com/2011/04/04/books/steinbecks-travels-with-charley-gets-a-fact-checking.html SOAPStone Collins Writing Type 1 and /or 2	1.2: Reading Informational Text 1.4: Writing 1.5: Speaking and Listening
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<p>Informational Writing</p>	<p>Approved textbook Research http://travel.nationalgeographic.com/travel/countries/</p> <p>Approved textbook Research</p> <p>Travel brochure</p> <p>www.readwritethink.org › Parent & Afterschool Resources › Activities & Project</p> <p>https://cssdive.com/inspiration/travel-brochures-examples/</p> <p>Travel Journal www.educationworld.com › Technology Integration › Tech Lesson Plan of the Week</p> <p>Memoirs www.readwritethink.org/files/resources/lesson_images/lesson998/assignment.pdf</p> <p>Collins Writing Type 3 and/ or 4</p>	<p>1.4: Writing 1.5: Speaking and Listening</p>
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2nd Quarter

Topic	Resources	Standards
Short story fiction	<p>Approved textbook</p> <p>Tone Analysis Question Packet</p> <p>Introduction to Poe and his works www.schooltube.com/video/.../Terror%20of%20the%20Soul:%20Edgar%20Allan%20...</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p>	<p>1.3: Reading Literature</p> <p>1.4: Writing</p> <p>1.5: Speaking and Listening</p>
Persuasive essay	<p>Approved textbook</p> <p>Persuasive essay power point</p> <p>Closing argument</p> <p>ed.ted.com/on/wSFdOjAG</p> <p>Collins Writing Type 3 and/ or 4</p>	<p>1.4: Writing</p> <p>1.5: Speaking and Listening</p>

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Short story non-fiction	Approved textbook Achieve the Core Text Dependent questions SOAPstone Collins Writing Type 1 and /or 2	1.2: Reading Informational Text 1.4: Writing 1.5: Speaking and Listening
Short story fiction	Approved textbook Achieve the Core Text Dependent questions SOAPstone Collins Writing Type 1 and /or 2	1.3: Reading Literature 1.4: Writing 1.5: Speaking and Listening

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3rd Quarter

Topic	Resources	Standards
Folk Tale and Myth	<p>Approved Textbook</p> <p>Achieve the Core questions</p> <p>video.nationalgeographic.com/video/magazine/141015-ngm-ace-basin-gullah</p> <p>https://www.youtube.com/watch?v=cuWRaWGVNIM</p> <p>Collins Writing Type 1 and /or 2</p>	<p>1.3: Reading Literature 1.5: Speaking and Listening</p>
Grammar Review	<p>Approved Textbook</p> <p>Grammar Worksheets</p> <p>Collins Writing Type 1 and /or 2</p>	<p>1.3: Reading Literature 1.5: Speaking and Listening</p>
Narrative Essay	<p>Approved Textbook</p> <p>Narrative Writing notes</p> <p>www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative</p> <p>Collins Writing Type 3 and /or 4</p>	<p>1.4: Writing 1.5: Speaking and Listening</p>

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Poetry Unit	Approved Textbook Achieve the Core Text Dependent questions Collins Writing Type 1 and /or 2	1.3: Reading Literature 1.5: Speaking and Listening
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4th Quarter

Topic	Resources	Standards
Step Up Novel or Longer Story - Non-fiction	Approved Textbook Trade book Introduction to the Holocaust Holocaust terms power point Collins Writing Type 1 and /or 2	1.2: Reading Informational Text 1.5: Speaking and Listening
Step Up Novel- Fiction	Approved Textbook Trade book <i>The Devil's Arithmetic video</i> Collins Writing Type 1 and /or 2	1.3: Reading Literature 1.5: Speaking and Listening

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Review for final exam	Approved Textbook Trade book	1.2: Reading Informational Text 1.3: Reading Literature 1.4: Writing 1.5: Speaking and Listening
Final Exam	Approved Textbook Trade book	1.2: Reading Informational Text 1.3: Reading Literature 1.4: Writing 1.5: Speaking and Listening

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Literary Terms Academic Vocabulary Prefix, Suffix, Root</p>	<p>Understand and apply literary terms, vocabulary and prefix, root words, and suffixes</p> <p>Cite textual evidence</p> <p>Support your answer</p> <p>Academic vocabulary:</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Analyze • Assess • Relate • Question <p>Literary Terms</p> <ul style="list-style-type: none"> • Plot • Theme • Symbolism • Personification • Juxtaposition • Foreshadowing • Simile • Metaphor • Conflict 	<p>Approved textbook</p> <p>Literary terms power point</p> <p>Literary term, Academic vocabulary, and common prefix, suffix, and root word practice worksheets</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p>	<p>21 days</p>

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	<ul style="list-style-type: none"> • Climax • Resolution • Alliteration • Imagery • Style • Tone • Motif • Protagonist • Antagonist • Noun • Verb • Adjective • Adverb • Conjunction • Verbal • Complete sentences • Types of Sentences • Article • Preposition • Interjection • Active/ passive voice • Argumentative essay • Informative essay • Narrative essay <p>Poetry Terms</p> <ul style="list-style-type: none"> • Figurative language • Simile • Metaphor • Personification • Stanza • Quatrain • Couplet 			
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	<ul style="list-style-type: none"> • Sonnet • Lyric • Imagery • Onomatopoeia • Hyperbole • Rhyme • Rhyme scheme • Rhythm • Free verse • Alliteration • Assonance • Consonance • Narrative poem • Epic • Ballad • Repetition • Dramatic poetry • Hyperbole <p>Common prefix, suffix, and root words</p>			
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Anchor Descriptor:

EO8.A-V.4.1-Determine understanding of vocabulary and figurative language in literature.

Eligible Content:

EO8.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede)

EO8.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

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PA Core Standards: ELA

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
RACE and Start Sentences to answer questions.	Use text to support assertion ACE handouts Collins START sentence handout TDA handouts	Approved textbook Practice questions that require RACE and START sentences to answer questions as well as TDA questions.	Teacher prepared tests, quizzes, etc.	5 days

Anchor Descriptor:

- E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E08.E.1.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 text.
- E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E08.E.1.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- E08.E.1.1.1.1 Introduce text(s) for the intended audience state a topic, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- E08.E.1.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, and inferences and demonstrating an understanding of the text.
- E08.E.1.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- E08.E.1.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E08.E.1.1.1.5 Establish and maintain a formal style
- E08.E.1.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.2 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 focus on textual evidence.

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CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.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.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

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

CC.1.4.8.G Write arguments to support claims.

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.

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Fiction- short story	<p>Cite textual evidence</p> <p>Support your answer</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Analyze • Assess • Relate • Questions <p>Essential literary terms</p> <ul style="list-style-type: none"> • Foreshadowing • Point of View • Symbolism • Character • Plot Pyramid • Antagonist • Protagonist 	<p>Approved textbook</p> <p>Achieve the Core questions</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: “Charles” by Shirley Jackson “What Stumped the Blue Jays by Mark Twain”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	<p>8 days</p>
<p>Anchor Descriptor: E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				

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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 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 decision.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede).

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E08.E.1.1.1 Introduce text(s) for the intended audience state a topic, 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, and inferences and demonstrating an understanding of the text.

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.

E08.E.1.1.5 Establish and maintain a formal style

E08.E.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create

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such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Short story nonfiction</p>	<p>Support answer with textual evidence</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Evaluate • Interpret • Compare/ Contrast • Question • Analyze <p>Literary Terms</p> <ul style="list-style-type: none"> • Plot • Theme • Symbolism • Personification • Juxtaposition • Foreshadowing • Simile • Metaphor • Conflict • Climax • Resolution • Alliteration • Imagery • Style • Tone • Motif 	<p>Approved textbook</p> <p>Evaluate, Interpret, Compare/ Contrast Questions</p> <p>http://www.nytimes.com/2011/04/04/books/steinbecks-travels-with-charley-gets-a-fact-checking.html</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: from <i>Travels with Charley</i> by John Steinbeck</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	<p>7 days</p>

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Anchor Descriptor:

E08.B-K.1.1.1 Demonstrate understanding of key ideas and details in informational texts.

E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

Eligible Content:

E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/ or generalizations drawn from the text.

E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories)

E08.B-V.4.1.1 Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

PA Core Standards: ELA

1.2 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 focus on textual evidence.

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

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- CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.
- CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.8.G Write arguments to support claims.
- ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
- CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Informational Writing	Cite textual evidence Elaboration of quote Travel Journal Brochure	Approved textbook Research http://travel.nationalgeographic.com/travel/countries/ Approved textbook Research Travel brochure www.readwritethink.org › Parent & Afterschool Resources › Activities & Project https://cssdive.com/inspiration/travel-brochures-examples/ Travel Journal www.educationworld.com › Technology Integration › Tech Lesson Plan of the Week Memoirs www.readwritethink.org/files/resources/lesson_images/lesson998/assignment.pdf Collins Writing Type 3 and /or 4	Teacher prepared tests, quizzes, etc. Turnitin.com Common Core State Standards English Language Arts grade 8 workbook Study Island	5 days

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Anchor Descriptor:

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.

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

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 classification, comparison/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, and/ or other information and examples.

E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationship 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.D.1.2.1 Use punctuation (comma, ellipsis, dash) to 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 of punctuation (commas, parenthesis, dashes) to set off nonrestrictive/ parenthetical elements.

E08.D.1.2.5 Use punctuation to separate items in a series.*

PA Core Standards: ELA

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

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- Establish and maintain a formal style.

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

CC.1.4.8.G Write arguments to support claims.

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Short story fiction	<p>Cite textual evidence</p> <p>Elaboration of quote</p> <ul style="list-style-type: none"> • Academic vocabulary • Predict • Analyze • Infer • Interpret <p>Literary Terms</p> <ul style="list-style-type: none"> • Tone • Suspense • Plot • Theme • Symbolism • Foreshadowing • Conflict • Climax • Resolution • Imagery • Style • Theme • Protagonist • Antagonist 	<p>Approved textbook</p> <p>Tone Analysis Question Packet</p> <p>Introduction to Poe and his works www.schooltube.com/video/.../Terror%20of%20the%20Soul:%20Edgar%20Allan%20Poe</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: “The Tell Tale Heart” by EA Poe “The Black Cat” by EA Poe</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	10 days

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Anchor Descriptor:

E08.A-C.2.1 Demonstrate understanding of craft and structure in literature

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *secede*).

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E08.E.1.1.1 Introduce text(s) for the intended audience state a topic, 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, and inferences and demonstrating an understanding of the text.

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.

E08.E.1.1.5 Establish and maintain a formal style

E08.E.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,

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setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Persuasive essay	<p>Proper citation of a quote</p> <p>Proper elaboration of a quote</p> <p>Persuasive essay notes</p> <p>Literary Term</p> <ul style="list-style-type: none"> • Argumentative essay • Fact • Opinion 	<p>Approved textbook</p> <p>Persuasive essay power point</p> <p>Sample closing argument</p> <p>ed.ted.com/on/wSFdOjAG</p> <p>Collins Writing Type 3 and /or 4</p> <p>Closing argument to argue the defendant or prosecution of the speaker in “The Tell Tale Heart” or “The Black Cat”</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Turnitin.com</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	8 days

Anchor Descriptor:

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

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

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, and support 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.

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.D.1.2.1 Use punctuation (comma, ellipsis, dash) to 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 of punctuation (commas, parenthesis, dashes) to set off nonrestrictive/ parenthetical elements.

E08.D.1.2.5 Use punctuation to separate items in a series.*

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PA Core Standards: ELA

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.H Introduce and state an opinion on a topic.

CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

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

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Short story non-fiction</p>	<p>Cite textual evidence</p> <p>Elaboration of quote</p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none"> • Describe • Respond • Summarize • Cite proof <p>Essential literary terms:</p> <ul style="list-style-type: none"> • Autobiography • Tone • Setting • Plot • Theme • Symbolism • Foreshadowing • Conflict • Climax • Resolution • Imagery • Style • Theme • Protagonist • Antagonist 	<p>Approved textbook</p> <p>Achieve the Core with text dependent questions</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: from <i>I Know Why the Caged Bird Sings</i> by Maya Angelou “Cub Pilot on the Mississippi” by Mark Twain</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	<p>10 days</p>
<p>Anchor Descriptor: E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational text. E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts. E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>				

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Eligible Content:

E08.B-V.4.1.1 Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E08.E.1.1.1 Introduce text(s) for the intended audience state a topic, 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, and inferences and demonstrating an understanding of the text.

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.

E08.E.1.1.5 Establish and maintain a formal style

E08.E.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.2 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 focus on textual evidence.

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when

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considering a word or phrase important to comprehension or expression.

CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

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

CC.1.4.8.G Write arguments to support claims.

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Short story fiction	<p>Cite textual evidence</p> <p>Elaboration of quote</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Cite proof • Predict, • Interpret • Analyze • Assess • Relate <p>Literary Terms</p> <ul style="list-style-type: none"> • Character • Setting • Plot • Theme • Symbolism • Conflict • Climax • Resolution • Style • Theme • Protagonist • Antagonist 	<p>Approved textbook</p> <p>Achieve the Core questions</p> <p>SOAPstone</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: “Raymond’s Run” by Toni Cade Bambara “The White Umbrella” by Gish Jen</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p> <p>Newsela</p>	10 days

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Anchor Descriptor:

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., *secede*)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E08.E.1.1.1 Introduce text(s) for the intended audience state a topic, 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, and inferences and demonstrating an understanding of the text.

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.

E08.E.1.1.5 Establish and maintain a formal style

E08.E.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

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.

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CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Folk Tale and Myth</p>	<p>Cite textual evidence</p> <p>Elaboration of quote</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Cite proof • Predict, • Interpret • Analyze • Assess • Relate <p>Literary Terms</p> <ul style="list-style-type: none"> • Character • Setting • Plot • Theme • Symbolism • Conflict • Climax • Resolution • Style • Theme • Gullah terminology 	<p>Approved textbook</p> <p>Achieve the Core questions</p> <p>video.nationalgeographic.com/video/magazine/141015-ngm-ace-basin-gullah</p> <p>https://www.youtube.com/watch?v=cuWRaWGVNIM</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: “The People Could Fly” by Virginia Hamilton “Brer Possum’s Dilemma” by Jackie Torrance; “Coyote Steals the Sun and Moon” by Richard Erdoes and Alfonso Ortiz “Why the Waves Have White Caps” by Zora Neale Hurston</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p>	<p>20 days</p>

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Anchor Descriptor:

E08.A-C.3.1 Demonstrate understanding of connections within, between and/ or among texts.

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poem.

Eligible Content:

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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.

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Grammar Review	<p>Application of grammatical terms</p> <p>Literary Terms</p> <ul style="list-style-type: none"> • Noun • Verb • Adjective • Adverb • Conjunction • Verbal • Complete sentences • Types of Sentences • Article • Preposition • Interjection • Active/ passive voice 	<p>Approved textbook</p> <p>Grammar worksheets</p> <p>Exemplar Reading: "Twas the Night Before Christmas"</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p>	3 days

Anchor Descriptor:

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

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

Eligible Content:

E08.D.1.1.1 Explain the function of verbals (ex. Gerunds, participles, infinitives) in general and their function in particular sentences.

E08.D.1.1.2 Form and use verbs in the active and passive voice.

E08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.

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

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 (ex. to, two, too; their, there, they're).

E08.D.1.1.11

E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular results. (e.g., Emphasizing the actor or

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the action, expressing uncertainty, or describing a state contrary to the 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

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Narrative Essay	<p>Textual evidence to support analysis of text and inferences drawn from the text</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Fiction • Description <p>Literary Terms</p> <ul style="list-style-type: none"> • Dialogue • Dialect • Characters • Characterization • Elements of fiction • Flashback • Foreshadowing • Narrative • Plot • Point of View <p>Narrative writing notes</p>	<p>Approved textbook</p> <p>www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative</p> <p>Collins Writing Type 3 and /or 4</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Turnitin.com</p> <p>Narrative writing rubric</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p>	5 days

Anchor Descriptor:

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

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

Eligible Content:

E08.C.1.3.1 Engage and orient the reader by establishing context and point of view and introducing and/or characters; organize an event unfolds naturally and

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logically to support the writer’s purpose; maintain controlling point.

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 word, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationship among experiences and events.

E08.C.1.3.4 Use precise words and phrase, 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 narrative experiences or events.

E08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular results. (e.g., Emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to the 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

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.M Write narratives to develop real or imagined experiences or events. Write narratives to develop real or imagined experiences or events.

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 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.

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

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Poetry Unit	<p>Defense of a claim Poetry Terms</p> <ul style="list-style-type: none"> • Figurative language • Simile • Metaphor • Personification • Stanza • Quatrain • Couplet • Sonnet • Lyric • Imagery • Onomatopoeia • Rhyme • Rhyme Scheme • Rhythm • Free verse • Alliteration • Assonance • Consonance • Narrative poem • Epic • Ballad • Repetition • Dramatic poetry • Literal/ figurative 	<p>Approved textbook</p> <p>Achieve the Core question packet</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: “The Wreck of the Hesperus” by Henry Wadsworth Longfellow “O Captain! My Captain!” by Walt Whitman “Drum Song” by Wendy Rose “Harlem Night Song” by Langston Hughes “Silver” by Walter de la Mare “ Blow, Blow, Thou Winter Wind” by William Shakespeare “The Road Not Taken” by Robert Frost “For My Sister Molly Who in the 50s” by Alice Walker “The Wind Beneath My Wings” by Larry Henley and Jeff Silbar</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Common Core State Standards English Language Arts grade 8 workbook</p> <p>Study Island</p>	28 days

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Anchor Descriptor:

E08.A-C.3.1 Demonstrate understanding of connections within, between and/ or among texts.

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Eligible Content:

E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: “Stories” means narration of events told through the text types of stories, dramas, or poem.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

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 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 decision.

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede).

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

E08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.

E08.E.1.1.1 Introduce text(s) for the intended audience state a topic, 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, and inferences and demonstrating an understanding of the text.

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.

E08.E.1.1.5 Establish and maintain a formal style

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E08.E.1.1.6 Provide a concluding section that follows from and support the analysis presented.

PA Core Standards: ELA

1.3: 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Step Up Novel or Longer Story - Non-fiction</p>	<p>Holocaust background information</p> <p>Draw inference from quote</p> <p>Support your answer</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Analyze • Assess • Relate • Question <p>Non Fiction notes</p> <p>Literary Terms</p> <ul style="list-style-type: none"> • Setting • Foreshadowing • Flashback • Characters • Conflict • Symbolism • Dialogue 	<p>Approved textbook</p> <p>Trade book</p> <p>Introduction to the Holocaust</p> <p>Holocaust terms power point</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: <i>Four Perfect Pebbles</i> by Lila Pearl and Marion Blumenthal Lazan <i>“Not to Go with the Others</i> by John Hersey <i>“In the Depths of the Coal Mines</i> by Stephen Crane</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Question packet</p> <p>Newsela</p>	<p>11 days</p>

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	<ul style="list-style-type: none"> • Plot • Theme • Symbolism • Imagery • Style • Tone • Mood • Resolution 			
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Anchor Descriptor:

- E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational text

Eligible Content:

- E08.B-C.2.1.1 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of a particular sentence in developing and refining a key concept.
- E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, and technical meanings, in a text; analyze of a specific word choices on meaning and tone, including analogies or allusions to other texts.
- E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant information is introduced.
- E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

Eligible Content:

- E08.B-V.4.1.1 Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text.
- E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

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PA Core Standards: ELA:

1.2 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 focus on textual evidence.

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

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

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own

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clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Step Up Novel- Fiction	<p>Cite textual evidence</p> <p>Elaboration of quote</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Infer • Analyze • Assess • Relate • Question <p>Fiction notes</p> <p>Literary Terms</p> <ul style="list-style-type: none"> • Setting • Foreshadowing • Flashback • Characters • Conflict • Symbolism • Dialogue • Plot • Theme 	<p>Approved textbook</p> <p>Trade book</p> <p>Fiction PowerPoint</p> <p>Collins Writing Type 1 and /or 2</p> <p>Exemplar Readings: <i>The Devil's Arithmetic</i> by Jane Yolen <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Question packet</p>	<p>25 days</p>

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	<ul style="list-style-type: none"> • Symbolism • Imagery • Style • Tone • Mood • Resolution 			
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Anchor Descriptor:

E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

Eligible Content:

E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede)

E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly

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from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

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

ELA: 1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review for Final Exam	<p>Cite textual evidence</p> <p>Elaboration and explanation of quote</p> <p>Academic vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Analyze • Assess • Relate • Question <p>Fiction notes</p> <p>Nonfiction notes</p> <p>Literary Terms</p> <ul style="list-style-type: none"> • Setting • Foreshadowing • Flashback • Characters • Conflict • Symbolism • Dialogue • Plot 	<p>Approved textbook</p> <p>Trade book</p> <p>Exemplar Readings: Fiction <i>The Devil's Arithmetic</i> by Jane Yolen <i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett Non Fiction <i>Four Perfect Pebbles</i> by Lila Pearl and Marion Blumenthal Lazan "Not to Go with the Others" by John Hersey "In the Depths of the Coal Mines" by Stephen Crane</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Question packet</p>	1 day

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	<ul style="list-style-type: none"> • Theme • Symbolism • Imagery • Style • Tone • Mood • Resolution 			
<p>Anchor Descriptor: E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts. E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational text</p> <p>Eligible Content: E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede) E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>). E08.B-C.2.1.1 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of a particular sentence in developing and refining a key concept. E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, and technical meanings, in a text; analyze of a specific word choices on meaning and tone, including analogies or allusions to other texts. E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant information is introduced. E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>Eligible Content: E08.B-V.4.1.1 Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from</p>				

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a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

PA Core Standards: ELA

1.3 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.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.2 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 focus on textual evidence.

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or

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generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.8.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

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

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Final Exam	<p>Cite textual evidence</p> <p>Elaboration and explanation of quote</p> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Describe • Respond • Description • Summarize • Dialogue • Predict • Interpret • Analyze • Assess • Relate • Question <p>Fiction notes</p> <p>Nonfiction notes</p> <p>Literary terms</p> <ul style="list-style-type: none"> • Setting • Foreshadowing • Flashback • Characters • Conflict • Symbolism • Dialogue • Plot 	<p>Approved textbook</p> <p>Trade book</p> <p>Exemplar Readings:</p> <p>Fiction</p> <p><i>The Devil's Arithmetic</i> by Jane Yolen</p> <p><i>The Diary of Anne Frank</i> by Frances Goodrich and Albert Hackett</p> <p>Non Fiction</p> <p><i>Four Perfect Pebbles</i> by Lila Pearl and Marion Blumenthal Lazan</p> <p>"Not to Go with the Others" by John Hersey</p> <p>"In the Depths of the Coal Mines" by Stephen Crane</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Question packet</p>	3 days

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	<ul style="list-style-type: none"> • Theme • Symbolism • Imagery • Style • Tone • Mood • Resolution 			
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Anchor Descriptor:

- E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational text

Eligible Content:

- E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade Latin affixes and roots as clues to the meaning of a word (e.g., secede)
- E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- E08.B-C.2.1.1 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of a particular sentence in developing and refining a key concept.
- E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, and technical meanings, in a text; analyze of a specific word choices on meaning and tone, including analogies or allusions to other texts.
- E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant information is introduced.
- E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

Eligible Content:

- E08.B-V.4.1.1 Determine or clarify the meaning of unknown multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly

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from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in text.

E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal, irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. *bullheaded, willful, firm, persistent, resolute*).

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CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.2 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 focus on textual evidence.

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or

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generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

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CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Summer Reading	<ul style="list-style-type: none"> • Alternate reading assignment 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP <p>Suggested Time: 1 day as specified in curriculum with additional time as needed per individual student</p> <p>5 days as specified in curriculum with additional time as needed per individual student</p>
Literary Terms Academic Vocabulary Prefix, Suffix, Root	<ul style="list-style-type: none"> • Definitions for each literary terms • Preferential Seating • Directions read aloud • Extra time to complete assessments and assignments • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Abridged Books • Graphic Organizers (K-W-L Charts) • Audio Books • Pre teaching vocabulary • Directions read allowed • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Breaking down multi-steps assignments into more manageable steps • Set of textbook/workbooks to keep at home • Extra time to complete assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 21 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>RACE and Start Sentences to answer questions.</p>	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Questions limited based on IEP • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides • Change testing locations <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Fiction- short story	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Abridged audiobook • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 8 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Short story nonfiction	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Abridged audiobooks • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • Definitions of RACE and START sentences • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 7 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Informational Writing	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Pre teaching concepts/vocabulary • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Short story fiction	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Abridged audiobooks • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Persuasive essay</p>	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra textbook sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP • Extended time to complete all assignments and assessments • Provide study guides <p>Suggested Time: 8 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Short story non-fiction	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Abridged audiobooks • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Short story fiction	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Abridged audiobooks • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Folk Tale and Myth	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 20 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Grammar Review	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments. • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book and workbook sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 3 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Narrative Essay	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material. • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Instructional videos 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 5 days as specified in curriculum with additional time as needed per individual student</p>

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Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Poetry Unit	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 28 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>Step Up Novel or Longer Story - Non-fiction</p>	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Abridged audiobooks • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 11 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>Step Up Novel- Fiction</p>	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Abridged audiobooks • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Graphic Organizers • Definitions of RACE and START sentences • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student’s IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice • Provide study guides <p>Suggested Time: 25 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:
Review for Final Exam	<ul style="list-style-type: none"> • Preferential Seating • Directions read aloud • Extra time to complete assignments • Visual Aids • Highlighters • Modified assignments (examples but not limited to: less problems on page, reduction on questions/answers, larger print on typed worksheets) • Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Audio Books • Graphic Organizers • Definitions of RACE and START sentences. • K-W-L Strategies • Pre-teaching concepts/vocabulary • Breaking down multi-steps assignments into more manageable steps • Extra book sent home 		<p>Assessments:</p> <ul style="list-style-type: none"> • Adapted in accordance with student's IEP • Extended time to complete all assignments and assessments • Elimination of 1-2 answers for multiple choice. • Provide study guides <p>Suggested Time: 1 day as specified in curriculum with additional time as needed per individual student</p>
Final Exam	As listed above		