PLANNED COURSE

ENGLISH

|  |  |
| --- | --- |
| Academic Standard(s) For English | |
| 1.2 Reading Informational Text  Students read, understand, and respond to informational text – with emphasis on comprehension, making connections  among ideas and between texts with focus on textual evidence. | |
|  | |
| Content Standards | Performance Standards |
| A. Key Ideas and Details/Main Idea  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.  E08.B-K.1.1.2  B. Key Ideas and Details/Text Analysis  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.  E08.B-K.1.1.1  C. Key Ideas and Details/Text Analysis/Analysis Development/Connections  CC.1.2.8.C  Analyze how a text makes connections among and distinctions between  individuals, ideas, or events.  E08.B-K.1.1.3  D. Craft and Structure/Point of View  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.  E08.B-C.2.1.1  E. Craft and Structure/Text Structure  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.  E08.B-C.2.1.2  F. Craft and Structure/Vocabulary  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.  E08.B-V.4.1.1  E08.B-V.4.1.2  E08.B-C.2.1.3  G. Integration of Knowledge and Ideas/Diverse Media  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.  H. Integration of Knowledge and Ideas/Evaluating Arguments  CC.1.2.8.H  Evaluate author’s arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.  E08.B-C.3.1.1  I. Integration of Knowledge and Ideas/Analysis Across Texts  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.  E08.B-C.3.1.2  J. Vocabulary Acquisition and Use  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.  E08.B-V.4.1.1  E08.B-V.4.1.2  K. Vocabulary Acquisition and Use  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.  E08.B-V.4.1.1  L. Range of Reading  CC.1.2.8.L  Read and comprehend literary non fiction and informational text on grade level, reading independently and proficiently. | E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.  E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.  E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.  E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  E08.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.  E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).  E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.  E08.B-C.2.1.1 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.  E08.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.  E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative  language in informational texts.  E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  c. Determine the meaning of technical words and phrases used in a text.  E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).  Evaluate and explain the similarities and differences among the audio, video, multimedia, and/or dramatic versions of a text.  E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.  E08.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  E08.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.  E08.B-C.3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.  E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.  E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  c. Determine the meaning of technical words and phrases used in a text.  E08.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).  E08.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.  E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  c. Determine the meaning of technical words and phrases used in a text.  L.N.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms.  L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. |

PLANNED COURSE

ENGLISH

|  |  |
| --- | --- |
| Academic Standard(s) For English | |
| 1.3 Reading Literature  Students read and respond to works of literature, with emphasis on comprehension, making connections among ideas  and between texts with focus on textual evidence. | |
|  | |
| Content Standards | Performance Standards |
| A. Key Ideas and Details/Theme  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.  E08.A-K.1.1.2  B. Key Ideas and Details/Text Analysis  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.  E08.A-K.1.1.1  C. Key Ideas and Details/Literary Elements  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.  E08.A-K.1.1.3  D. Craft and Structure/Point of View  CC.1.3.8.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.  E08.A-C.2.1.1  E. Craft and Structure/Text Structure  CC.1.3.8.E  Analyze the development of meaning through the overall structure of multiple  texts.  E08.A-C.2.1.2  F. Craft and Structure/Vocabulary  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.  E08.A-V.4.1.1  E08.A-V.4.1.2  E08.A-C.2.1.3  G. Integration of Knowledge and Ideas/Sources of Information  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.  H. Integration of Knowledge and Ideas/Text Analysis  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.  E08.A-C.3.1.1  I. Vocabulary Acquisition and Use Strategies  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.  E08.A-V.4.1.1  J. Vocabulary Acquisition and Use  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.  E08.A-V.4.1.1  E08.A-V.4.1.2  K. Range of Reading  CC.1.3.8.K  Read and comprehend literary fiction on grade level, reading independently and  proficiently. | E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.  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 Demonstrate understanding of key ideas and details in literature.  E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.  E08.A-K.1.1 Demonstrate understanding of key ideas and details in literature.  E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.  E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.  E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  E08.A-C.2.1 Demonstrate understanding of craft and structure in literature.  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 Demonstrate understanding of craft and structure in literature.  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 Demonstrate understanding of vocabulary and figurative language in literature.  E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede*, *secede*).  E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).  Evaluate and explain the similarities and differences among the audio, video, multimedia, and/or dramatic versions of a text.  E08.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.  E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.  E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.  E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede*, *secede*).  E08.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.  E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede*, *secede*).  E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g. verbal irony, puns) in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).  L.F.2.2 Use appropriate strategies to compare, analyze and evaluate literary forms.  L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. |

PLANNED COURSE

ENGLISH

|  |  |
| --- | --- |
| Academic Standard(s) For English | |
| 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. | |
|  | |
| Content Standards | Performance Standards |
| A. Informative/Explanatory  CC.1.4.8.A  Write informative/explanatory texts to  examine a topic and convey ideas, concepts, and information clearly.  B. Informative/Explanatory/Focus  CC.1.4.8.B  Identify and introduce the topic clearly, including a preview of what is to follow.  E08.C.1.2.1  E08.E.1.1.1  C. Informative/Explanatory/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.  E08.C.1.2.2  E08.E.1.1.2  D. Informative/Explanatory/Organization  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.  E08.C.1.2.1  E08.C.1.2.3  E08.C.1.2.6  E08.E.1.1.1  E08.E.1.1.3  E08.E.1.1.6  E. Informative/Explanatory/Style  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.  E08.C.1.2.4  E08.C.1.2.5  E08.D.2.1.1  E08.D.2.1.2  E08.D.2.1.3  E08.D.2.1.4  E08.D.2.1.5  E08.D.2.1.6  E08.E.1.1.4  E08.E.1.1.5  F. Informative/Explanatory/Conventions of Language  CC.1.4.8.F  Demonstrate a grade appropriate command of the conventions of standard  English grammar, usage, capitalization, punctuation, and spelling.  E08.D.1.1.1  E08.D.1.1.2  E08.D.1.1.3  E08.D.1.1.4  E08.D.1.1.5  E08.D.1.1.6  E08.D.1.1.7  E08.D.1.1.8  E08.D.1.1.9  E08.D.1.1.10  E08.D.1.1.11  E08.D.1.2.1  E08.D.1.2.2  E08.D.1.2.3  E08.D.1.2.4  E08.D.1.2.5  G. Opinion/Argumentative  CC.1.4.8.G  Write arguments to support claims.  H. Opinion/Argumentative/Focus  CC.1.4.8.H  Introduce and state an opinion on a topic.  E08.C.1.1.1  E08.E.1.1.1  I. Opinion/Argumentative/Content  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.  E08.C.1.1.2  E08.E.1.1.2  J. Opinion/Argumentative/Organization  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.  E08.C.1.1.1  E08.C.1.1.3  E08.C.1.1.5  E08.E.1.1.1  E08.E.1.1.3  E08.E.1.1.6  K. Opinion/Argumentative/Style  CC.1.4.8.K  Write with an awareness of the stylistic aspects of composition.  • Use precise language and domain-specific vocabulary to inform about or explain the topic.  • Use sentences of varying lengths and complexities.  • Create tone and voice through precise language.  • Establish and maintain a formal style.  E08.C.1.1.4  E08.D.2.1.1  E08.D.2.1.2  E08.D.2.1.3  E08.D.2.1.4  E08.D.2.1.5  E08.D.2.1.6  E08.E.1.1.4  E08.E.1.1.5  L. Opinion/Argumentative/Conventions of Language  CC.1.4.8.L  Demonstrate a grade appropriate command of the conventions of standard  English grammar, usage, capitalization, punctuation and spelling.  E08.D.1.1.1  E08.D.1.1.2  E08.D.1.1.3  E08.D.1.1.4  E08.D.1.1.5  E08.D.1.1.6  E08.D.1.1.7  E08.D.1.1.8  E08.D.1.1.9  E08.D.1.1.10  E08.D.1.1.11  E08.D.1.2.1  E08.D.1.2.2  E08.D.1.2.3  E08.D.1.2.4  E08.D.1.2.5  M. Narrative  CC.1.4.8.M  Write narratives to develop real or imagined experiences or events.  N. Narrative/Focus  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.  E08.C.1.3.1  O. Narrative/Content  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.  E08.C1.3.2  E08.C1.3.4  P. Narrative/Organization  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.  E08.C.1.3.1  E08.C.1.3.3  E08.C.1.3.5  Q. Narrative/Style  CC.1.4.8.Q  Write with an awareness of the stylistic aspects of writing.  • Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.  • Use sentences of varying lengths and complexities.  • Create tone and voice through precise language.  E08.C.1.3.4  E08.D.2.1.1  E08.D.2.1.2  E08.D.2.1.3  E08.D.2.1.4  E08.D.2.1.5  E08.D.2.1.6  R. Narrative/Conventions of Language  CC.1.4.8.R  Demonstrate a grade appropriate command of the conventions of standard  English grammar, usage, capitalization, punctuation, and spelling.  E08.D.1.1.1  E08.D.1.1.2  E08.D.1.1.3  E08.D.1.1.4  E08.D.1.1.5  E08.D.1.1.6  E08.D.1.1.7  E08.D.1.1.8  E08.D.1.1.9  E08.D.1.1.10  E08.D.1.1.11  E08.D.1.2.1  E08.D.1.2.2  E08.D.1.2.3  E08.D.1.2.4  E08.D.1.2.5  S. Response to Literature  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.  E08.E.1.1.1  E08.E.1.1.2  E08.E.1.1.3  E08.E.1.1.4  E08.E.1.1.5  E08.E.1.1.6  T. Production and Distribution of Writing/Writing Process  CC.1.4.8.T  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or  trying a new approach, focusing on how well purpose and audience have been  addressed.  U. Technology and Publication  CC.1.4.8.U  Use technology, including the Internet, to produce and publish writing and present  the relationships between information and ideas efficiently as well as to interact  and collaborate with others.  V. Conducting Research  CC.1.4.8.V  Conduct short research projects to answer a question (including a self-generated question), drawing on several  sources and generating additional related, focused questions that allow for  multiple avenues of exploration.  W. Credibility, Reliability, and Validity of Sources  CC.1.4.8.W  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and  following a standard format for citation.  X. Range of Writing  CC.1.4.8.X  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a  range of discipline-specific tasks, purposes and audiences. | 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.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.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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 a writer’s purpose.  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.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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(s).  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.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect to support the writer’s purpose.  E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  E08.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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 a writer’s purpose.  E.08.E.1.1.3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  E.08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.  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.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.  E.08.D.2.1 Use knowledge of language and its conventions.  E.08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action, expressing uncertainty, or describing a state contrary to fact).  E.08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  E.08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.  E.08.D.2.1.4 Maintain consistency in style and tone.  E.08.D.2.1.5 Choose punctuation for effect.  E.08.D.2.1.6 Choose words and phrases for effect.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E.08.E.1.1.5 Establish and maintain a formal style.  E.08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E.08.D.1.1.1 Explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences.  E.08.D.1.1.2 Form and use verbs in the active and passive voice.  E.08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  E.08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.  E.08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  E.08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.  E.08.D.1.1.7 Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).  E.08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.  E.08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E.08.D.1.1.10 Correctly use frequently confused words (e.g., *to, too, two, there, their, they’re*).  E.08D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.  E.08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.  E.08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  E.08.D.1.2.2 Use an ellipsis to indicate an omission.  E.08.D.1.2.3 Spell correctly.  E.08.D.1.2.4 Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements.  E.08.D.1.2.5 Use punctuation to separate items in a series.  E08.C.1.1 Write arguments to support claims with clear reasons and relevant  evidence.  E08.C.1.1 Write arguments to support claims with clear reasons and relevant  evidence.  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.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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 a writer’s purpose.  E08.C.1.1 Write arguments to support claims with clear reasons and relevant  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.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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(s).  E08.C.1.1 Write arguments to support claims with clear reasons and relevant  evidence.  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.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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 a writer’s purpose.  E.08.E.1.1.3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  E.08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.  E08.C.1.1 Write arguments to support claims with clear reasons and relevant  evidence.  E08.C.1.1.4 Establish and maintain a formal style.  E.08.D.2.1 Use knowledge of language and its conventions.  E.08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action, expressing uncertainty, or describing a state contrary to fact).  E.08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  E.08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.  E.08.D.2.1.4 Maintain consistency in style and tone.  E.08.D.2.1.5 Choose punctuation for effect.  E.08.D.2.1.6 Choose words and phrases for effect.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E.08.E.1.1.5 Establish and maintain a formal style.  E.08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E.08.D.1.1.1 Explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences.  E.08.D.1.1.2 Form and use verbs in the active and passive voice.  E.08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  E.08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.  E.08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  E.08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.  E.08.D.1.1.7 Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).  E.08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.  E.08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E.08.D.1.1.10 Correctly use frequently confused words (e.g., *to, too, two, there, their, they’re*).  E.08D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.  E.08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.  E.08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  E.08.D.1.2.2 Use an ellipsis to indicate an omission.  E.08.D.1.2.3 Spell correctly.  E.08.D.1.2.4 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  E.08.D.1.2.5 Use punctuation to separate items in a series.  E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.  E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.  E.08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose; maintain a controlling point.  E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.  E.08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events, and/or characters.  E.08.C1.3.4 Use precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.  E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.  E.08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose; maintain a controlling point.  E.08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.  E.08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences and events.  E.08.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences.  E.08.C1.3.4 Use precise words and phrases, relevant descriptive details and sensory language to capture action and convey experiences and events.  E.08.D.2.1 Use knowledge of language and its conventions.  E.08.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or action, expressing uncertainty, or describing a state contrary to fact).  E.08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  E.08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.  E.08.D.2.1.4 Maintain consistency in style and tone.  E.08.D.2.1.5 Choose punctuation for effect.  E.08.D.2.1.6 Choose words and phrases for effect.  E.08.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.  E.08.D.1.1.1 Explain the function of verbals (i.e. gerunds, participles, infinitives) in general and their function in particular sentences.  E.08.D.1.1.2 Form and use verbs in the active and passive voice.  E.08.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  E.08.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.  E.08.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  E.08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.  E.08.D.1.1.7 Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).  E.08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.  E.08.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.  E.08.D.1.1.10 Correctly use frequently confused words (e.g., *to, too, two, there, their, they’re*).  E.08D.1.1.11 Ensure subject-verb and pronoun-antecedent agreement.  E.08.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.  E.08.D.1.2.1 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  E.08.D.1.2.2 Use an ellipsis to indicate an omission.  E.08.D.1.2.3 Spell correctly.  E.08.D.1.2.4 Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements.  E.08.D.1.2.5 Use punctuation to separate items in a series.  E.08.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and research.  E.08.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 a writer’s purpose.  E.08.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(s).  E.08.E.1.1.3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  E.08.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.  E.08.E.1.1.5 Establish and maintain a formal style.  E.08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.  Apply the writing process to develop a piece of work (i.e. pre-write, draft, revise, edit and publish).  Revise writing by examining how the questions of purpose, audience, and genre have been addressed; examining and improving style, word choice, sentence variety, and subtlety of meaning.  Participate in peer revision groups to improve a work’s focus, content, organization and style.  Participate in peer editing groups to improve a work’s conventions.  Participate in student-teacher writing conferences to improve the work’s focus, content, organization, and style.  Participate in student-teacher writing conferences to improve the work’s conventions.  Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.  Use internet technology and/or software to:   * Map concepts * Comprehend and extract essential ideas from texts * Analyze and evaluate texts   Use a variety of media formats to communicate knowledge.  Use word processing software to write in a variety of formats and modes.  Develop a clear research question or thesis statement.  Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets, and other electronic reference material.  Analyze and evaluate information from sources for relevance to the research question, topic, or thesis.  Synthesize information gathered from a variety of sources.  Evaluate information from a variety of reference sources for its relevance to the research question, topic, or thesis.  Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic.  Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago).  Follow the conventional style for the type of document and use page formats, fonts, and spacing that contribute to the readability and impact of the document.  Cite all sources properly when quoting, paraphrasing and summarizing.  Analyze and evaluate information from sources for relevance to the research question, topic or thesis.  Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis.  Critically evaluate primary and secondary sources for validity, perspective, bias and relationship to topic.    Document sources of information including references and works cited, using an appropriate style (e.g. MLA, APA, Chicago).  Cite all sources properly when quoting, paraphrasing and summarizing.  Use appropriate strategies to compare, analyze and evaluate writing forms.  Compare and evaluate the characteristics that distinguish informational writing from persuasive and narrative writing. |

PLANNED COURSE

ENGLISH

|  |  |
| --- | --- |
| Academic Standard(s) For English | |
| 1.5 Speaking and Listening  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or  in group discussions. | |
|  | |
| Content Standards | Performance Standards |
| A. Comprehension and Collaboration/  Collaborative Discussion  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.  B. Comprehension and Collaboration/  Evaluating Information  CC.1.5.8.B  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.  C. Comprehension and Collaboration/  Critical Listening  CC.1.5.8.C  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the  relevance and sufficiency of the evidence.  D. Presentation of Knowledge and Ideas/  Purpose, Audience, and Task  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.  E. Presentation of Knowledge and Ideas/  Context  CC.1.5.8.E  Adapt speech to a variety of contexts and tasks.  F. Presentation of Knowledge and Ideas/  Multimedia  CC.1.5.8.F  Integrate multimedia and visual displays into presentations to add interest,  clarify information, and strengthen claims and evidence.  G. Conventions of Standard English  CC.1.5.8.G  Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content. | 1. Interact effectively in discussions.  * maintain the focus of the discussion by contributing relevant content * select and use appropriate language * ask relevant and clarifying questions * monitor the response of participants and adjust contributions accordingly * participate in reading circles * listen with civility to the ideas of others  1. Analyze, evaluate, and synthesize information relevant to topic. 2. Evaluate and respond to the speaker’s message by analyzing information, ideas, and opinions. 3. Establish a clear and concise thesis, utilizing logical organization with attention to focus that is relevant to a specific audience.  * employ effective delivery techniques: volume, pace, eye contact, emphasis, gestures, and enunciation  1. Deliver effective oral presentations, employing delivery methods relevant to mode (narrative, informative, persuasive) and style (formal or informal) 2. Utilize appropriate technology or media to convey understanding and to engage diverse audiences.  * incorporate media to enhance the delivery of facts, reasons, and examples (i.e. charts, maps, diagrams, pictures, videos, etc.)  1. Convey ideas using vocabulary and style specific to mode and context of speech and type of audience.  * recognize and differentiate between formal and informal presentations |

|  |
| --- |
| Assessments |
| * Teacher and/or text generated quizzes and tests * Journals * Book reports * Student essays * Student projects * Graphic presentations * Oral reading * Oral presentations * Dramatic presentations * Educational games * Teacher generated assignments * Small/large group discussions * Teacher generated assessment standards * Teacher developed discussion assessment standards * Teacher generated questions/peer review forms * Teacher monitoring * Constructed Response scored with appropriate scoring guides * Writing assignments scored with appropriate scoring guides * Oral presentations scored with Wilkes-Barre Area English Department Speaking Assessment Rubric |