

LANGUAGE ARTS PLANNED COURSE OUTLINE
Avon Grove School District

Grades 7 and 8

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently			
Overview	Independently read and comprehend fiction and nonfiction text.	Standard 1.1 is to be addressed by the use of before, during, and after reading strategies. Specific strategies for Standard 1.1 are detailed in the LA Teacher's Notebook.	8 th Grade Anthology: Holt Elements of Literature Second Course © 2007 7 th Grade Anthology: Holt Elements of Literature First Course © 2007 Holt Resources list found in LA Teacher's Notebook Trade books Library and other media resources Assessment Items: Note—Examples provided are formatted the way they appear in the PSSA Reading Test.
Purpose for Reading	Identify and describe genre of fiction and nonfiction text.	<u>Genres:</u> <ul style="list-style-type: none"> • <u>Fiction:</u> realistic fiction, historical fiction, science fiction, fantasy, legend, fable, folktale, myth, urban legend (8th grade only) • <u>Nonfiction:</u> autobiography, biography, narrative nonfiction, essay, editorial, article, informational nonfiction (trade books) • <u>Drama:</u> stage, radio, teleplay • <u>Poetry:</u> narrative, lyric 	Grade 7 and 8 "Trade Books Grade Level Lists" are available in the LA Teacher's Notebook. "Reading Genres" informational handout sheets are available in the LA Teacher's Notebook.
	<ul style="list-style-type: none"> • Identify and/or describe author's intended purpose of text. (R.A.1.6.1 R.A.2.6.1) 	<u>Purpose of text:</u> <ul style="list-style-type: none"> • To entertain • To persuade • To inform/explain • To describe • To express an opinion 	Fiction and nonfiction Drama and poetry selections Assessment Items: Multiple Choice: <ul style="list-style-type: none"> A. The main purpose of this passage is to.... B. This passage is an example of... (List text types as answer choices). Open-ended question: Why did the author recount this story from his childhood? Use two examples from the passage to support your response.

Pennsylvania Standard	Student Learning Objectives	Instructional Content/Strategies	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Purpose for Reading (cont'd)	<ul style="list-style-type: none"> Describe and/or analyze examples of text that support its intended purpose in narrative and poetic text. (R.A.1.6.2) 	<p>Review definition and characteristics of narrative and poetic text.</p> <p>Examine a wide variety of narrative (fiction and narrative nonfiction) and poetic texts.</p> <p>Compare and contrast:</p> <ul style="list-style-type: none"> Similar texts with a different purpose Different texts with a similar purpose (Example—Compare a story and a poem both written to tell the story of the same event). 	<p><u>Assessment Items:</u></p> <p>Multiple choice: The last sentence of paragraph 2 says "...". What is the probable reason the author wrote this?</p> <p>Open-ended question: The topic of both the passage and poem is Thanksgiving. How did each make you feel? Support your response with details...</p>
	<ul style="list-style-type: none"> Identify and/or analyze examples of text that support the author's intended purpose in informational and persuasive biographical, instructional, and editorial/essay text. (R.A.2.6.2) 	<p>Review definition and characteristics of informational and persuasive text.</p> <p><u>To identify and/or analyze the purpose in informational and persuasive text:</u></p> <ul style="list-style-type: none"> Preview selection Identify organizational pattern Separate facts/ opinions Question as you read Make and verify predictions about author's purpose 	<p><u>Assessment Items:</u></p> <p>Multiple choice: The main purpose for paragraph 3 in this passage is to...</p> <p>Open-ended question: Why would this passage best be described as a persuasive text? Support your response with details from the passage.</p>
	Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	<p>Familiarize students with textbook organization.</p> <p>Familiarize students with the organization and use of the library and other media sources.</p>	<p>Anthology grades 7 and 8</p> <p>School media center/media specialist</p> <p>Other media sources—Internet, periodicals, audio/visual media</p>
	Identify and use common organizational structures and graphic features to comprehend information.	Refer to <i>Standard 1.2 – Text Organization</i> (R.B.3.3.1)	Graphic organizers to support the teaching of organizational structures provided in LA Teacher's Notebook.

Pennsylvania Standard	Student Learning Objectives	Instructional Content/Strategies	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Word Recognition	Identify and apply word recognition skills in fiction and nonfiction texts.	Specific content and strategies are detailed in each section below.	Fiction and nonfiction texts Drama and poetry selections <u>PSSA Coach</u> books - Grades 7 and 8
	<ul style="list-style-type: none"> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from the text. (R.A.1.2.1 and R.A.2.2.1) 	Define prefix, suffix, and root. <u>Content:</u> <u>Grade 7 Prefixes:</u> dis, fore, in, mis, multi, non, post, semi, un, uni, anti, il, im, pre <u>Grade 7 Suffixes:</u> able, an, dom, less, ly, ness, ous, al, en, ful, ity, tion, ion, sion <u>Grade 8 Prefixes:</u> ad, inter, semi, sub, anti, un, uni, auto, dis, en, em, ex, fore, mis, mono, non, post, pre, pro, re <u>Grade 8 Suffixes:</u> able, ation, ful, ible, ic, ism, ist, ive, less, ly, ment, ness, ology, ous, ward	<u>Project Read</u> " Affix Guide" <u>PSSA Coach</u> books—Chapter 1 <u>Assessment Items:</u> Multiple Choice: <ol style="list-style-type: none"> The word <u>disengage</u> in the following sentence "... " means: As used in this passage, the word <u>undercurrent</u> means:

	<ul style="list-style-type: none"> Define words or phrases from context clues given in explanatory sentences and/or text examples. Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. (R.A.1.2.2 and R.A.2.2.2) 	<p>Identify context clues: synonyms, antonyms, definitions, examples, explanations, descriptions,</p> <p>Define and identify <u>homonyms</u> – words spelled the same but with different meanings in context. Example: <i>Present</i> may mean: gift; now (in the present time); to show</p> <p>Describe and identify how the meaning of a word is related to the part of speech and usage in the sentence.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> Use contextually rich text examples. Highlight context clues. Complete analogies. 	<p><u>PSSA Coach</u> books—Chapter 2</p> <p>Fiction and nonfiction text of all genres</p> <p><u>Assessment Items:</u> Multiple Choice:</p> <p>A. As used in this passage, what does the word <u>lock</u> mean?</p> <p>B. By using context clues, the reader can determine that the word <u>populous</u>, as in “a very populous city like New York,” means...</p>
--	---	---	---

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Word Recognition (cont'd)	<p>Use knowledge of phonics, syllabication, roots and affixes, the dictionary or glossary, and context clues to decode and understand multi-syllable words and content area vocabulary.</p>	<p>Independently identify and apply word recognition strategies when reading fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Recognize word parts and their meanings. • Use context clues. • Use dictionaries and glossaries. • Apply meaning in various contexts and content areas. 	<p>Fiction and nonfiction texts of all genres</p> <p>Oral Reading Record sheet available in LA Teacher's Notebook</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Authentic assessments--observation log, Oral Reading Record • Curriculum based assessments • Fluency measurements
Vocabulary Development	<p>Identify and apply the meaning of vocabulary in fiction and nonfiction text.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p> <ul style="list-style-type: none"> • Identify and/or apply the meaning of multiple-meaning words used in text. (R.A.1.1.1) • Identify and/or apply the meaning of multiple-meaning words in context. (R.A.2.1.1) • Identify and/or apply the meaning of content-specific words used on text. (R.A.2.1.2) 	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • LINC Strategy • Vocabulary Chart • "Knowledge of Words" chart • Frayer Four-Square Model • Vocabulary Word Box • Chart—Related Words/Descriptions • It is...It isn't • Dram-A-Word • Analogies 	<p>Descriptions of vocabulary strategies and graphic organizers to support strategies are available in LA Teacher's Notebook.</p> <p><u>PSSA Coach</u> book—Chapter 2</p> <p>Assessment Items:</p> <p>Multiple choice:</p> <p>A. The word <u>invalid</u> is used in the passage to mean...</p> <p>B. Read the following sentence from the passage. "It is a <u>grave</u> mistake." What does the word <u>grave</u> mean?</p> <p>C. "The East River <u>bisects</u> New York City." In this sentence from the passage, <u>bisects</u> is used to mean...</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Vocabulary Development (cont'd)	<ul style="list-style-type: none"> Identify and/or apply a synonym or antonym of a word used in text. (R.A.1.1.2) 	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> Vocabulary Word box Word Web Matching Games See strategies listed for (R.A.1.1.1, R.A.2.1.1, R.A.2.1.2) 	<p>Descriptions of vocabulary strategies and graphic organizers to support strategies are available in LA Teacher's Notebook.</p> <p><u>PSSA Coach</u> books—Chapter 1</p> <p>Assessment Items:</p> <p>Multiple choice:</p> <p>A. Which of the following is a synonym for <u>purchase</u> as used in the sentence, "The state will <u>purchase</u> 500 acres of farmland." ?</p> <p>B. <u>Generous</u> is an antonym for which word in the following sentence? "The woman was too stingy to donate an article to the charity auction."</p>
	<p>Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p>	<p>Define <u>idiom</u>—an expression whose meaning cannot be taken literally. Example: <i>sitting on pins and needles</i></p> <p>Explore meanings and origins of common idioms.</p> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> Illustrate an idiom. Identify idioms while reading by highlighting or the use of post-it notes. Create an "Idiom of the Week/Day" display with student work. 	<p><u>PSSA Coach</u> books—Chapter 2</p> <p><u>Longman American Idioms Dictionary</u> or other idioms dictionaries</p> <p>Assessment:</p> <ul style="list-style-type: none"> Curriculum based assessments Authentic assessment - products of students' work, application to writing Informal assessment of application in reading, writing, and speaking activities

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Comprehension and Interpretation	<p>Identify basic facts and ideas in text using specific strategies.</p> <p>Understand fiction and nonfiction text appropriate to grade level.</p>	<p><u>Interactive Reading strategies:</u></p> <ul style="list-style-type: none"> Recall genre characteristics. Set a purpose for reading. Predict using graphic and textual clues. Generate essential questions as aids to comprehension. Clarify understanding through rereading and discussion. Summarize and evaluate understanding of the text. <p><u>Reciprocal Teaching strategies</u></p> <p><u>Reading Apprentice strategies</u></p>	<p>Descriptions of specific strategies and graphic organizers to support strategies are available in the LA Teacher's Notebook.</p> <p>Fiction and nonfiction texts of all genres</p> <p><u>PSSA Coach</u> books: Grades 7 and 8</p>
	<ul style="list-style-type: none"> Make inferences and/or draw conclusions based on information from the text. (R.A.1.3.1 and R.A.2.3.1) 	<p><u>When making inferences a reader should:</u></p> <ul style="list-style-type: none"> Make inferences before, during, and after reading. Use the Inference Formula: New Information + What I Already Know = Inference. Be aware that <i>authors imply and readers infer</i>. 	<p><u>PSSA Coach:</u> Chapter 4</p> <p><u>Assessment Items:</u></p> <p>Multiple choice:</p> <p>A. From the passage, you can infer that Jim has...</p> <p>B. You can conclude that Dale is probably going to...</p> <p>Open-ended question:</p> <p>Based on the details in the passage, what can you conclude about Bob's feelings towards the new puppy? Use information from the passage to support your response.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Comprehension and Interpretation (cont'd)	<ul style="list-style-type: none"> Cite evidence from text to support generalizations. (R.A.1.3.2 and R.A.2.3.2) 	<p><u>Evidence:</u></p> <ul style="list-style-type: none"> Details—facts, opinions, descriptions, explanations, definitions Examples Quotes Text references--page/ paragraph/ sentence <p><u>How to Track Evidence:</u></p> <ul style="list-style-type: none"> Underline/highlight Tag with post-it notes Create a chart, list, or web 	<p><u>PSSA Coach:</u> Chapter 4</p> <p><u>Assessment Items:</u> Multiple choice:</p> <p>A. Which of the following statements is supported by evidence in the passage?</p> <p>B. Which statement below is a generalization?</p> <p>Open-ended question: Why does Mr. Smith believe that men are more suited than women to careers in science? Use details from the passage to support your response.</p>
	<ul style="list-style-type: none"> Identify and/or explain stated or implied main ideas and relevant supporting details from text. (R.A.2.4.1 and R.A.2.4.2) 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> Identify author's purpose and/or message. Identify topic sentences. Locate signal words such as: in summary, in conclusion, therefore. Check introductory and concluding paragraphs for author's main points. Identify titles, subtitles, and headings. Create an outline identifying main ideas and supporting details. 	<p><u>PSSA Coach:</u> Chapter 3</p> <p><u>Assessment Items:</u> Multiple choice:</p> <p>A. This passage is mainly about...</p> <p>B. Which of the following is <u>not</u> a supporting detail in this passage?</p> <p><u>Note:</u> Supporting details may be referred to as <i>nonessential information</i> in PSSA assessment items.</p> <p>Open-ended question: What is the main message the author of this passage is trying to express? Support your response with information from the passage.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Comprehension and Interpretation (cont'd)	<ul style="list-style-type: none"> Summarize the key details and events of a fictional text as a whole. (R.A.1.5.1) Summarize the major points, processes, and events of a nonfiction text as a whole. (R.A.2.5.1) 	<p><u>When summarizing:</u></p> <ul style="list-style-type: none"> Identify and restate main ideas, main events, key points. Include only the most important supporting details. Differentiate between what is important and what is interesting. Identify appropriate graphic organizers to support summarizing. <p><u>Strategies:</u></p> <ul style="list-style-type: none"> 5 important words 20 word summary Clear summary 3-2-1strategy Use graphic organizers Table of contents/headings prompts 	<p><u>PSSA Coach:</u> Chapter 5 Descriptions of strategies and graphic organizers to support strategies are available in the LA Teacher's Notebook.</p> <p><u>Assessment Items:</u></p> <p>Multiple choice:</p> <p>A. When summarizing this passage, it would be important to include...</p> <p>B. Which of the following is the <u>best</u> summary of paragraph 2?</p> <p>Open-ended question: Based on this passage, what can clothes show about a person? Include the author's main points in your response.</p>

	<ul style="list-style-type: none">• Demonstrate after reading an understanding and interpretation of fiction and nonfiction text, including public documents.• Make, and support with evidence, assertions about text.<ul style="list-style-type: none">• Compare and contrast texts using themes, settings, characters and ideas.• Make extensions to related ideas, topics, or information.• Describe the context of a document.• Analyze the positions, arguments, and evidence in public documents.	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none">• Double Entry Journal• Exit Ticket• 4 Door Activity• Venn Diagram• Fish Bone organizer• Response Journal• Flow Chart• Literature circles/discussion groups	<p>Descriptions of specific strategies and graphic organizers to support strategies are detailed in LA Teacher's Notebook</p> <p><u>Assessment:</u></p> <ul style="list-style-type: none">• Curriculum based assessments• Rubric based assessments of journals, exit tickets, activities/worksheets, written responses to text• Formal/informal assessment of participation in discussions and completion of graphic organizers
--	---	--	---

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.1 Learning to Read Independently (cont'd)			
Fluency	Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter, and pronunciation. • Read a variety of genres and types of text. • Adjust reading rate according to purpose for reading and text structure. 	<u>Suggested Strategies:</u> <ul style="list-style-type: none"> • Teacher Modeling/Read-Alouds • Timed Readings • Repeated Readings • Readers' Theatre • Paired Reading • Record a book/story 	Descriptions of strategies and assessment tools and suggestions for materials to support strategies are available in the LA Teacher's Notebook. Fiction and nonfiction texts of all genres Assessment: <i>See Reading Specialist for support in administration and scoring</i> <ul style="list-style-type: none"> • Qualitative Reading Inventory (QRI) available in Teacher's Notebook • Timed passages— e.g. Dibels, Aimsweb • Fluency graph • Oral Reading Record • Observation logs
	Develop a lifetime reading habit. <ul style="list-style-type: none"> • Self select texts to include a variety of genres and types for independent reading. • Independently read at least 25 books per year. • Maintain a reading log that identifies books completed from independent reading. 	<u>Suggested Strategies:</u> <ul style="list-style-type: none"> • Book Minute • SSR • Mini Book Talks • Literature Circles • Book Club/discussion group • Book review/advertisement 	Book Minute strategy described in LA Teacher's Notebook. Required Assessment: <u>Student Reading Record:</u> <ul style="list-style-type: none"> • Student recorded log of independent reading for the school year--minimum of 25 books • Master in LA Teacher's notebook • Part of Student Assessment portfolio <u>Summer Reading:</u> <ul style="list-style-type: none"> • Guidelines are available in the LA Teacher's Notebook.

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.2 Reading Critically in All Content Areas			
Overview	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Use and understand a variety of media and evaluate the quality of material produced. 	<p>Standard 1.2 is to be addressed by using nonfiction reading strategies as identified below.</p>	<p>Specific strategies for Standard 1.2 are detailed in LA Teacher’s Notebook.</p> <p>Holt Resource list found in LA Teacher’s Notebook</p> <p>Handbook of Reading & Informational Terms Grade 8 Anthology: page 875 Grade 7 Anthology: page 973 PSSA Coach books grades 7 and 8</p> <p><u>Nonfiction Texts:</u></p> <ul style="list-style-type: none"> Trade books Newspapers Periodicals Biography/Autobiography Content area textbooks <p>Assessment Items: Note—Examples provided are formatted the way they appear in the PSSA Reading Test.</p>
Text Organization	<ul style="list-style-type: none"> Identify, interpret, and/or analyze text organization patterns including sequence, question/answer, comparison/contrast, cause/effect, and problem/solution. (R.B.3.3.1) 	<p><u>Text Structure Identification Strategies:</u></p> <ul style="list-style-type: none"> Survey text. Read text. Identify signal words (first, next, finally; because, since, therefore; similar, different, however). Identify structure of text. 	<p>Text structure materials are detailed in LA Teacher’s Notebook.</p> <p>Assessment Items:</p> <p>Multiple choice: Which best describes the organizational pattern of this passage? (Four of the five organizational patterns are given as choices)</p> <p>Open-ended question: What events happened before Mexico declared its independence from Spain? Use details from the passage to support your response.</p>

Purpose

- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness.

Familiarize students with the direct connection between text structure and author's purpose.

Assessment:
Curriculum based assessments

Formal/informal assessment of discussion and/or writing related to text structure and purpose

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.2 Reading Critically in All Content Areas (cont'd)			
Detail	<ul style="list-style-type: none"> Distinguish between essential and nonessential information across texts. (R.B.3.2) 	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> Main idea Supporting details (Note: supporting details may be referred to as <i>nonessential information</i> in PSSA test items). <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> Outlining Highlight main ideas Identify titles and headings as main ideas and boldfaced items as essential supporting information. 	<p>Graphic organizers to support work in main idea/detail are provided in the LA Teacher's Notebook.</p> <p>Assessment Items: Multiple choice: Which of these details from the passage is most important to the main idea? Open-ended question: What are the most important points the author makes about the discovery of the New World? Support your response with details from the passage.</p>
	<ul style="list-style-type: none"> Identify context that would fit in a specific section of text. (R.B.3.3.2) 	<p>When given a specific detail, students should be able to match the detail with the correct paragraph.</p>	<p>Assessment Items: Multiple choice: Read the following sentence. "... " In which section of the passage would this sentence best fit? Open-ended question: Describe the type of information the author included in paragraph 3. Use examples from the passage to support your response.</p>
Inference	<ul style="list-style-type: none"> Draw inferences based on a variety of information sources. 	<p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> Questioning: Why did the author choose to select specific headings, boldface words, italics, charts, photographs, diagrams, illustrations, etc. in the text? Think Aloud Talking to the Text Skim and Scan 	<p>Descriptions of specific strategies are provided in the LA Teacher's Notebook.</p> <p>Assessment: Curriculum based assessments</p> <p>Formal and informal assessment of discussion and/or written work related to drawing inferences</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.2 Reading Critically in All Content Areas (cont'd)			
Comparison, Analysis, and Evaluation (cont'd)	<ul style="list-style-type: none"> Interpret graphics and charts and make connections between text and the content of graphics and charts. (R.B.3.3.3) 	<p><u>Purposes of graphics:</u></p> <ul style="list-style-type: none"> Tables--easy to read Circle graphs/pie graphs--part to whole Bar and line graphs--show relationships Diagrams--visualize written text Maps--show spatial relationships Illustrations--support tone and clarify meaning 	<p>Use a wide variety of nonfiction texts.</p> <p><u>Assessment items:</u> Multiple choice: According to the chart, which of the following activities did most children participate in after school?</p> <p>Open-ended question: Based on the line graph, describe the temperature pattern for January. Provide details from the graph to support your response.</p>
	<ul style="list-style-type: none"> Select and use graphic organizers that correspond to a given text structure. 	<p>Provide teacher modeling and guided practice in the use of various graphic organizers that correspond to text structure:</p> <ul style="list-style-type: none"> Sequencing-- flowchart, timeline Question/answer-- web, map Comparison/contrast-- Venn diagram Cause/effect-- fishbone, T-chart, chain Problem/solution-- web, map 	<p>Masters of graphic organizers are provided in the LA Teacher's Notebook.</p> <p>Display commonly used graphic organizers identified with specific text structures for student reference.</p> <p>Assessment: Formal or informal assessment of student's ability to select and use appropriate graphic organizers.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.2 Reading Critically in All Content Areas (cont'd)			
Comparison, Analysis, and Evaluation (cont'd)	<ul style="list-style-type: none"> Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfiction text. (R.B.3.2.1) 	<u>Propaganda Techniques:</u> (Required): <ul style="list-style-type: none"> Name-calling Bandwagon Red herring Emotional appeal Testimonial Repetition Sweeping generalization Circular argument Use of statistics and facts 	<u>Media and print sources:</u> <ul style="list-style-type: none"> Advertisements Political speeches Editorials Internet text Newspapers and periodicals Television and radio <u>Assessment items:</u> Multiple choice: <ul style="list-style-type: none"> A. This passage can be described as propaganda because... B. Which statement best reflects the author's bias? Open-ended question: Explain the author's bias about city parks that is expressed in the passage. Use details from the passage to support your response.
	<ul style="list-style-type: none"> Analyze the techniques of particular media messages and their effect on a targeted audience. 	<u>Analysis process:</u> <ul style="list-style-type: none"> Expose students to various types of electronic and print media. Identify propaganda techniques and targeted audience. Discuss and evaluate effect of technique. 	Media and print sources of all types Assessment: Curriculum based assessments Formal/informal assessment of discussion and written work

	<ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. 	<p><u>Analysis process:</u></p> <ul style="list-style-type: none"> • Examine a topic as presented by various media. • Determine purpose and targeted audience of specific media. • Consider background and bias. • Compare effectiveness. 	<p>Media and print sources of all types</p> <p>Assessment: Curriculum based assessments</p> <p>Formal/informal assessment of discussion and written work</p>
--	--	---	---

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature			
Overview	Read and understand works of literature.	<p>Standard 1.3 is to be addressed by the use of before, during, and after reading strategies.</p> <p>Specific strategies are identified within each literary element and literary device.</p>	<p>Suggested stories, descriptions of strategies, and graphic organizers to support the teaching of each literary element/device are provided in the LA Teacher's Notebook.</p> <p>Holt Resources list found in LA Teacher's Notebook</p> <p>Handbook of Literary Terms Grade 8 Anthology: page 859 Grade 7 Anthology: page 931</p> <p><u>Fiction texts:</u></p> <ul style="list-style-type: none"> • Anthology • Novels <p><u>Literary nonfiction texts:</u></p> <ul style="list-style-type: none"> • Autobiography/biography • Personal narratives/aneccdots <p><u>PSSA Coach</u> books PSSA Released Items (see PDE website) PSSA Glossary in LA Teacher's Notebook</p> <p>Assessment items: Note--Examples provided are formatted the way questions in these areas will appear on the PSSA Reading Test.</p>

Literary Elements

- Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among literary elements of character, setting, plot, and theme, within fiction or literary nonfiction. **(R.B.1.1.1)**
- Analyze the use of literary elements by an author including characterization, setting, plot, and theme.

Strategies to compare/analyze/evaluate literary elements:

- Story maps
- Literature circles
- Venn diagrams
- Journaling—Talk to the Text
- Reciprocal teaching strategies

Assessment Items:

Multiple choice:
The author probably choose this setting for the passage because...

Open-ended question:
What effect(s) did the setting have on the characters in this passage? Use examples from the passage to support your response.

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Elements (cont'd)	<p><u>Character</u> (may also be the narrator, the speaker, or the subject of a biography):</p> <ul style="list-style-type: none"> Interpret compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text. 	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> Protagonist/antagonist <u>7th Grade:</u> Main/minor characters <u>8th Grade:</u> Dynamic/Static characters Direct Characterization: <ul style="list-style-type: none"> Physical description Character's thoughts, speech, or actions Other characters' thoughts, speech, or actions Direct comments of author Indirect Characterization: <ul style="list-style-type: none"> Make inferences based on evidence and details from plot and/or characters' thoughts and speech. What does the author imply about the character? Perspective: position from which a character views events Motive: the reasons, emotions, and goals that drive a character to act a certain way 	<p>Graphic organizers to support the teaching of characterization are provided in the LA Teacher's Notebook.</p> <p><u>Assessment Items:</u> Multiple Choice:</p> <ol style="list-style-type: none"> Which word best describes Jim, the antagonist? <u>Note:</u> Use rich, descriptive adjectives for answer choices. How would Bob, the protagonist, most likely react to a difficult situation? <p>Open Ended Question: Based on Bob's actions, how could he be described? Use two examples from the passage to support your response.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Elements (cont'd)	<p><u>Setting:</u></p> <ul style="list-style-type: none"> Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. 	<p>Setting may include all or some of the following:</p> <ul style="list-style-type: none"> Geographic location Historical time period Season Time of day Customs, and/or manners of a society <p>Identify the importance of setting in story:</p> <ul style="list-style-type: none"> Does the setting serve only as background to the story? Is the setting integral to the story? How? Why? 	<p>Assessment Items:</p> <p>Multiple Choice: <u>8th Grade:</u> The setting of the story includes all of the following except: <u>7th Grade:</u> Where and when does the story take place?</p> <p>Open Ended Question: How do we know this passage is set in the past? Identify three details from the passage that support your response.</p>

	<p><u>Plot</u> (may also be called action):</p> <ul style="list-style-type: none"> • Interpret, compare, describe, analyze, and/or evaluate elements of the plot. 	<p>Define and identify plot elements:</p> <ul style="list-style-type: none"> • Exposition (setting, characters, conflict unfolds). • Rising action • Climax • Falling action • Resolution <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> • Plot diagram • Reciprocal Teaching strategies 	<p>Descriptions of strategies and graphic organizers to support the teaching of plot are provided in the LA Teacher's notebook.</p> <p><u>Assessment items:</u></p> <p>Multiple choice:</p> <ul style="list-style-type: none"> A. Which part of the plot does this sentence represent? B. Which of the following is from the part of the plot known as resolution? <p>Open ended:</p> <p>What is the climax of the story? Use details from the passage to support your answer.</p>
--	--	---	--

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Elements (cont'd)	<p><u>Theme:</u></p> <ul style="list-style-type: none"> Interpret, compare, describe, analyze, and/or evaluate the message about life or human nature that is communicated by a work of fiction or literary nonfiction. 	<p>Define theme:</p> <ul style="list-style-type: none"> Theme is the main lesson of a passage, the message about life or human nature contained in fiction or literary nonfiction. <p>Identify how the theme is communicated by the author:</p> <ul style="list-style-type: none"> Directly stated – Theme is expressed in the moral of the story, as in fables, or in a statement made directly by a character or characters. Implied – The author implies the theme through the words and experiences of the characters. An implied theme may also be revealed by a symbol. 	<p><u>Assessment items:</u></p> <p>Multiple choice:</p> <ul style="list-style-type: none"> A. Which of the following best expresses the theme of this passage? B. Which theme fits both the poem and the passage? <p>Open-ended question:</p> <p>What is the common theme of these two passages? Explain your reasoning using details from the passages.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Text Connections	Interpret, compare, describe, analyze, and/or evaluate connections between texts. (R.B.1.2.1)	Present texts of various genres with similar themes and/or topics for interpretation, comparison, analysis, and evaluation. <u>Suggested strategies:</u> <ul style="list-style-type: none"> • Literature circles with jigsaw • Venn Diagrams • Double Entry Journals • Written response 	8 th Grade anthology 7 th Grade anthology Trade books Fiction and nonfiction texts Drama and poetry selections Assessment Items: Multiple choice: A. Which statement describes one difference between the passage and the poem? B. The two passages are alike because...? Open-ended question: How is the theme expressed in "....." connected to "...." ? Explain the connection. Use two examples from the passages to support your response.

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Devices	<ul style="list-style-type: none"> Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among the literary devices (figurative language, point of view, tone, style, and sound techniques) within fiction and literary nonfiction. (R.B.1.1.1) 	<u>Strategies to compare/ analyze/ evaluate literary devices:</u> <ul style="list-style-type: none"> Double entry journal Talk to the Text Venn diagram Response journals 	Assessment Items: Multiple choice: The style and tone of this passage can best be described as ... Open-ended question: How does the author's use of figurative language affect the style of the passage? Use examples to support your response.

	<p><u>Figurative Language:</u></p> <ul style="list-style-type: none"> Identify, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. (R.B.2.1.1) Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text. (R.B.2.1.2) 	<p>Review definitions of figurative language forms:</p> <ul style="list-style-type: none"> Imagery Personification Simile Metaphor Alliteration Hyperbole Allusion (8th Grade) <p>Include examples of figurative language from fiction and poetry texts</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> Illustrate examples. Take a "Sensory Walk" through the text. Use read-alouds rich in figurative language. Highlight/use post-it notes to identify examples while reading. Book Minute—share examples from personal reading. 	<p>Read aloud sources:</p> <ul style="list-style-type: none"> Picture books rich in figurative language Poetry <p><u>Assessment items:</u></p> <p>Multiple choice:</p> <ol style="list-style-type: none"> The following sentence from the passage is an example of what type of figurative language? "..." Which of the following is <u>not</u> an example of imagery? <p>Open-ended question: How effective is the poet's use of metaphor in the poem? Use two examples of metaphors in the poem to support your answer.</p>
--	---	---	--

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Devices (cont'd)	<p><u>Point of view:</u></p> <ul style="list-style-type: none"> Identify and describe the point of view of the narrator as the first person or third person point of view. (R.B.2.2.1) Interpret and describe the effectiveness of the point of view used by the author. (R.B.2.2.2) 	<p>Additional content:</p> <ul style="list-style-type: none"> 2nd Person point of view Identify nouns and pronouns that indicate point of view <p>Note: Point of view is never referred to as narrator, speaker, or a character's name.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> Retell story from another point of view. Highlight point of view indicator words. 	<p><u>Assessment items:</u></p> <p>Multiple choice:</p> <ol style="list-style-type: none"> What might the author's purpose have been for using this point of view? From what point of view is this passage written? <p>Open-ended question: What point of view is the story told from? Is this effective? Explain why or why not. Use two examples from the passage to support your response.</p>
	<p><u>Tone:</u></p> <ul style="list-style-type: none"> Identify, interpret, describe, and/or analyze the attitude of the author toward the audience, characters, and subject. 	<p>Tone is revealed through the author's:</p> <ul style="list-style-type: none"> Word choice Selection of details Sentence structure Use of figurative language. <p>Words to describe tone:</p> <ul style="list-style-type: none"> Formal, relaxed, playful Serious, humorous Sarcastic, bitter, sympathetic Thoughtful Reverent 	<p><u>Assessment Items:</u></p> <p>Multiple choice: Which of these statements best describes how the author views the students in the passage?</p> <p>Open-ended question: What is the author's tone in this passage? Use at least 2 details from the passage to support your response.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Literary Devices (cont'd)	<p><u>Style:</u></p> <ul style="list-style-type: none"> Identify, interpret, describe, and/or analyze how the author's word choice, sentence length, tone, and use of figurative language create style. 	<p>Identify style through questioning:</p> <ul style="list-style-type: none"> Does the author use mostly short, simple words and sentences or long, complex ones? Do the characters speak in dialect? Does their language seem believable? Does the author use sensory or figurative language? <p>Words to describe style:</p> <ul style="list-style-type: none"> Formal, informal, humorous Conversational, casual Persuasive Informative 	<p>Read texts in a wide variety of styles. (See Story Lists and Poetry Lists in the LA Teacher's Notebook for suggestions).</p> <p>Assessment Items: Multiple choice: How is the author's style in the first passage different from the author's style in the second passage? Open-ended question: How would you describe the style in which the author wrote this passage? Use examples from the passage to support your response.</p>
	<p><u>Sound Techniques:</u></p> <ul style="list-style-type: none"> Identify, interpret, describe, and/or analyze examples and the effect of rhyme, rhythm, meter, repetition, alliteration and onomatopoeia in text. 	<p>Review definitions and provide examples of sound techniques in fiction, literary nonfiction, and poetry text:</p> <ul style="list-style-type: none"> Rhyme Rhythm Repetition Alliteration Onomatopoeia <p>Poetry:</p> <ul style="list-style-type: none"> Identify and label rhyme scheme. Identify internal and end rhyme. Identify and label meter (stressed and unstressed syllables and words). 	<p>Suggested poetry to support the teaching of sound techniques is provided in the LA Teacher's Notebook Poetry Lists.</p> <p>Assessment Items: Multiple choice: Which of the following words is <u>not</u> an example of onomatopoeia? Open-ended question: What is the effect of the poet's repetition of the line, "There are strange things told in this land of gold" ? Use details from the poem to support your response.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.3 Reading, Analyzing, and Interpreting Literature (cont'd)			
Poetry	<p>Read and respond to poetry.</p> <p>Identify poetic forms.</p>	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> • Narrative and lyric poetry • Line, stanza, rhyme, rhyme scheme, rhythm, repetition • Poem's mood, tone, theme, use of figurative language • 7th grade forms: limerick, couplet, concrete, haiku, ballad, ode • 8th grade forms: sonnet, elegy and all of 7th grade listed above <p>Read narrative and lyric poetry that varies in style, form, tone, and theme. Make a personal connection to poetry in response journals.</p>	<p><u>Assessment items:</u></p> <p>Multiple choice:</p> <ol style="list-style-type: none"> What is the main idea of this poem? This poem is an example of which of the following? (List forms) <p>Open-ended question: What is the poet's tone in this poem? Give two examples to support your response.</p>
Drama	<p>Read and respond to drama.</p> <p>Analyze drama to determine the reasons for a character's actions based on the situation and the character's basic motivation.</p>	<p><u>Define and identify:</u></p> <ul style="list-style-type: none"> • Act/scene • Dialogue • Stage directions • Script/script format • Screenplay <p>Identify and analyze literary elements present in drama.</p> <p><u>Required reading:</u></p> <p>7th Grade: <u>A Christmas Carol</u> – Prentice Hall Anthology p. 644</p> <p>8th Grade: <u>A Midsummer Night's Dream</u> and <u>The Diary of Anne Frank</u> (dramatic form)</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • Reader's Theater format • Audio versions of dramas 	<p><u>Assessment Items:</u></p> <p>Multiple choice:</p> <ol style="list-style-type: none"> Where does the scene contained in this passage take place? The sentence, "Joe walks slowly to the door looking quite puzzled." is an example of ... (Drama elements as answer choices) <p>Open-ended question: How do the motivations of these two characters in the passage differ? Use details from the passage in support of your answer.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.4 Types of Writing			
Overview	Write narrative, informational, and persuasive pieces.	Specific content and strategies are identified within each type of writing.	<p>PDE Writing Assessment Handbook on www.pde.state.pa.us and in LA Teacher's Notebook</p> <p>PSSA Domain Scoring Guide in LA Teacher's Notebook</p> <p>PSSA Writing Sampler in LA Teacher's Notebook</p> <p>Holt Resources list found in LA Teacher's Notebook</p> <p><u>Writer's Craft</u></p> <p><u>Writer's Craft</u> Resource Kit: "Tests and Writing Assessment Prompts"</p>
The Writing Process	Write narrative, informational, and persuasive pieces following the steps of the writing process.	<p>Identify, describe, and apply the steps of the writing process:</p> <ul style="list-style-type: none"> • Pre-write • Draft • Revise • Edit • Publish <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> • <u>Pre-writing</u>: brainstorm, mapping, webs, lists, outline • <u>Drafting</u>: writing partners- author dictates, partner writes, dictate on tape • <u>Revising</u>: Writer's Chair, revision checklist, revision conference • <u>Editing</u>: checklist, editing conference, use spell check, check spelling by reading piece backwards, 	<p><u>Writer's Craft</u>:</p> <p>8th Grade: p. 217-294</p> <p>7th Grade: p. 218-293</p> <p>Graphic organizers to support strategies are located in the LA Teacher's Notebook.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.4 Types of Writing (cont'd)			
Narrative	<p>Write short stories, poems, and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.B) • Use literary devices (Standard 1.3.C) 	<p>Required: Write a narrative piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of narrative writing:</p> <ul style="list-style-type: none"> • Personal narrative • Short story • Narrative poetry • Myth • Legend • Folk tale • Anecdote • Dramatic script <p>Record domain score on individual students' <u>Language Arts Assessment Sheet</u>.</p>	<p>Narrative prompts in <u>Writer's Craft</u> Resource Kit: "Tests and Writing Assessment Prompts"</p> <p><u>Writer's Craft</u>: 8th Grade: p. 72-92 7th Grade: p. 71-91</p> <p><u>Language Arts Assessment Sheet in LA Teacher's Notebook</u></p>
Informational	<p>Write multi-paragraph informational pieces.</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. <p><u>Primary</u>: original object or document recorded at the time of event or by someone present at the event. <u>Secondary</u>: written about or a summary of a primary source</p>	<p>Required: Write a five paragraph informational piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of informational writing:</p> <ul style="list-style-type: none"> • Essay • Report • Article • How-to • Summary • Review <p>Record domain score on individual students' <u>Language Arts Assessment Sheet</u></p>	<p>Informational prompts in <u>Writer's Craft</u> Resource Kit: "Tests and Writing Assessment Prompts"</p> <p><u>Writer's Craft</u>: 8th Grade: p. 93-136 7th Grade: p. 95-134</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.4 Types of Writing (cont'd)			
Persuasive	<p>Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. 	<p>Required: Write a five paragraph persuasive piece graded using the PSSA Domain Scoring Guideline. Choose from the following types of persuasive writing:</p> <ul style="list-style-type: none"> • Essay • Letter • Editorial • Speech <p>Record domain score on individual students' Language Arts Assessment Sheet</p>	<p>Persuasive prompts in Writer's Craft Resource Kit "Tests and Writing Assessment Prompts" Writer's Craft: 8th Grade: p. 137-154 7th Grade: p. 139-161</p>
Writing Extensions	<p>Apply writing skills and knowledge of the writing process to produce other forms of written work.</p> <ul style="list-style-type: none"> • Maintain a written record of activities, course work, experience, honors, and interests. • Use, design, and develop a media project that expands understanding. • Produce work in at least one literary genre that follows the conventions of the genre. • Write in response to literature. 	<p>Suggested applications:</p> <ul style="list-style-type: none"> • Reading/writing logs • Record an interview • Interest inventory • Power point presentation • Create and present a song • Produce a video or slide show • Short stories—mystery, fantasy, realistic, historic • Myths, fables, legends • Biography/autobiography • Poetry • Dramatic script—teleplay, radio broadcast • Interpret /analyze fiction and nonfiction text • Reader's Response journal 	<p>Required: Student Reading Record in LA Teacher's Notebook</p> <p>Writer's Craft: "Interviewing Skills" 8th Grade: p. 362 7th Grade: p. 357</p> <p>Interest inventories in LA Teacher's Notebook</p> <p>Writer's Craft: "Responding to Literature" 8th Grade: pgs. 163-181 7th Grade: pgs. 164-185</p> <p>Assessment: Use teacher-created item specific rubrics based on PSSA Domain Scoring guideline to assess written assignments.</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.5 Quality of Writing			
Overview	Address the five characteristics or domains of effective writing when drafting, revising, and editing written pieces.	<p><u>Writing Domains:</u></p> <ul style="list-style-type: none"> • Focus • Content • Organization • Style • Conventions <p>Definitions and descriptions are detailed within each domain.</p> <p>Standard 1.5 is to be addressed by the use of the Writing Process strategies and PA domain scoring guidelines.</p>	<p><u>Writer's Craft "Writing Handbook"</u> PDE Writing Assessment Handbook www.pde.state.pa.us and in LA Teacher's Notebook</p> <p>PSSA Writing Sampler in LA Teacher's Notebook</p> <p>PSSA Domain Scoring Guide in LA Teacher's Notebook</p> <p>Holt Resources list found in LA Teacher's Notebook</p> <p>Teacher-created item specific domain scoring guides</p> <p><u>Assessment Notes:</u></p> <ul style="list-style-type: none"> ▪ All assessed written pieces should be scored on the five writing domains. ▪ Assessment item examples provided are formatted the way they will appear in the multiple-choice section of the PSSA Writing test.
Focus	<p>Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. 	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> • Clearly address the topic • Make an assertion about the topic—thesis. • Respond appropriately to a prompt in subject matter and mode. • Appeal to the audience in what is said and how it is said. • Be written from the point of view most appropriate to the task and topic –first, second, or third person. 	<p><u>Writer's Craft:</u> 8th Grade: p. 224-226 7th Grade: p. 231-234, 266-269, 318-319</p> <p><u>Assessment Items:</u></p> <p>A. Which sentence differs from the others in the passage in its point of view?</p> <p>B. Which sentence <u>best</u> expresses the writer's thesis-purpose or main idea- on the topic of this passage?</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.5 Quality of Writing (cont'd)			
Content	<p>Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> • Develop and support main ideas using: facts, details, examples, opinions, anecdotes, quotations, statistics, reasons, explanations, definitions, and evidence. • Include only those details that accomplish and support purpose, make main ideas clearer and stronger, and provide the audience with what they want or need to know. 	<p><u>Writer's Craft:</u> 7th Grade: p. 254-265</p> <p><u>Assessment items:</u></p> <p>A. Which sentence should the writer remove from the passage because it is not relevant to the topic?</p> <p>B. Which detail sentence could be added to paragraph 3 to support the main idea?</p>
Organization	<p>Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and paragraphs and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p><u>Writing should:</u></p> <ul style="list-style-type: none"> • Have an underlying pattern of organization that supports the topic and mode—sequence, order of importance, cause and effect, problem/solution, question/answer, or compare/contrast. • Employ transition words that support the organization pattern. (See Standard 1.2.1) <p><u>Strategy:</u></p> <ul style="list-style-type: none"> • "Sandwich" Format: <ul style="list-style-type: none"> ➤ Introduction ➤ 3 or more reasons, main ideas, or explanations ➤ Conclusion 	<p><u>Writer's Craft:</u> 8th Grade: p. 239-243 7th Grade: p. 238-278</p> <p><u>Assessment items:</u></p> <p>A. Which of the following would work <u>best</u> as the concluding sentence for the passage?</p> <p>B. Which sentence would <u>best</u> fit after sentence 6?</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.5 Quality of Writing (cont'd)			
Style	<p>Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Develop tone and voice through the use of precise language. 	<p><u>Sentence types include:</u></p> <ul style="list-style-type: none"> • Simple, compound, and complex • Declarative, interrogative, imperative, exclamatory • Natural and inverted order <p><u>Precise language includes:</u></p> <ul style="list-style-type: none"> • Denotation/connotation • Formal/informal language ▪ Use of figurative language, idioms, and sound devices 	<p><u>Writer's Craft:</u> 8th Grade: p. 295 7th Grade: p. 310-317</p> <p><u>Assessment items:</u></p> <p>A. In sentence 4, which word would <u>best</u> replace the underlined word?</p> <p>B. Which version of sentence 2 best expresses the writer's meaning?</p>
Conventions	<p>Edit writing using the conventions of language.</p>	<p><u>Conventions:</u></p> <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. <p><u>Mechanics:</u></p> <ul style="list-style-type: none"> • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, and parentheses). <p><u>Grammar and usage:</u></p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. <p><u>Sentence formation:</u></p> <ul style="list-style-type: none"> • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	<p><u>Writer's Craft</u> "Grammar and Usage Handbook" mini-lessons 8th Grade: p. 377-673 7th Grade: p. 369-658</p> <p><u>Writer's Craft</u> Resource Kit: "Grammar and Usage Workbook" "Tests and Writing Assessment Prompts" "Standardized Test Practice"</p> <p>"Grammar Review" pages found throughout anthologies. See LA Teacher's Notebook for topics and page numbers.</p> <p><u>Assessment Items:</u></p> <p>A. Which word is spelled incorrectly?</p> <p>B. Which version shows the correct comma placement for sentence 3?</p> <p>C. Which word in sentence 10 is used incorrectly?</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.6 Speaking and Listening			
Listening Skills	<p>Listen to others.</p> <p>Listen to and follow oral directions.</p>	<p><u>Active listeners:</u></p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. 	<p>Assessment: Informal assessment of oral and written work and class participation</p>
	<p>Listen to selections of literature both fiction and nonfiction.</p>	<p><u>Active listeners:</u></p> <ul style="list-style-type: none"> • Relate selections to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. 	<p><u>Writer's Craft:</u> Grade 8: p. 363</p> <p>Assessment: Curriculum based assessments</p> <p>Informal teacher assessments—observation, questioning, discussion</p>
Speaking Skills	<p>Speak using skills appropriate to formal speech situations.</p> <p>Initiate everyday conversation.</p>	<p><u>Competent speakers:</u></p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add emphasis and inflection to enhance meaning. 	<p><u>Writer's Craft:</u> Grade 7: p. 358--359</p> <p>Assessment: Teacher created oral presentation rubrics—teacher, peer and/or self assessment</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.6 Speaking and Listening (cont'd)			
Discussion	<p>Contribute to discussions.</p> <p>Participate in small and large group discussions.</p>	<p><u>When participating in discussions:</u></p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas, or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate, or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize when prompted. 	<p>Assessment: Participation log or rubric</p> <p>Informal assessment by teacher, peer, or self</p>

Presentation

Participate in small and large group presentations.

Presentations in small or large groups may include:

- Presenting an oral reading or Reader’s Theater.
- Conducting interviews.
- Organizing and participating in informal debates.
- Curriculum project presentations.
- Presenting research.

Writer’s Craft:
7th Grade: p. 358

Assessment:
Item-specific assessment rubrics
Informal assessments—observation log

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.6 Speaking and Listening (cont'd)			
Presentation (cont'd)	Use media for learning purposes.	<u>Media education includes:</u> <ul style="list-style-type: none"> • Describing how the media provides information that is sometimes accurate and sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Identifying advertising techniques and analyzing the role of advertising in the media. • Creating multimedia presentations (film, music, computer-graphics) for display or transmission. 	<p>Media sources and resources:</p> <ul style="list-style-type: none"> • Internet • Newspapers • Periodicals • Television • Film • Radio • Computer-generated media <p>See: Pennsylvania Technology Standards</p> <p>Assessment: Curriculum based assessments</p> <p>Item-specific rubrics to assess presentations</p> <p>Informal assessment</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.7 Characteristics and Functions of the English Language			
Word Origins	<p>Describe the origins and meanings of common foreign words used frequently in the English language (e.g., carte blanche, faux pas).</p> <p>Apply knowledge of word origins in speech and writing.</p>	<p>Identify and explain the origin, meaning, and use of common foreign words and phrases when they occur in fiction and nonfiction text.</p> <p>Incorporate foreign words and phrases into speech and writing when applicable and appropriate.</p>	<p>Dictionaries</p> <p>Assessment: Curriculum based assessments</p> <p>Domain scored writing assignments</p> <p>Informal assessment of speech and writing</p>
Variations	<p>Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>Identify new words that have been added to the English language over time.</p> <p>Apply knowledge of language variations in speech and writing.</p>	<p>Define the following terms and identify differences in form and use:</p> <ul style="list-style-type: none"> • Formal language • Informal language • Slang • Nonstandard English <p>Identify and use the appropriate form of language to suit purpose and audience in speech and writing.</p>	<p><u>Writer's Craft:</u> 8th Grade: p. 315 7th Grade: p. 311</p> <p>Assessment: Curriculum based assessments</p> <p>Domain scored writing assignments</p> <p>Rubric scored oral presentations</p>

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.8 Research			
Overview	Research, organize, write, and publish a multi-paragraph paper on a selected topic.	Strategies and content specified in each area below. Academic team teachers will determine for their team in which content area the paper will be researched and written.	<u>Writer's Craft</u> 7 th and 8 th Grade Library and other media sources
Location of Information	Select and refine a topic for research. Locate information using appropriate sources and strategies.	<u>When researching a topic:</u> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references, and appendices. • Use traditional and electronic search tools. 	<u>Writer's Craft:</u> 8 th Grade: p. 194—201 7 th Grade: p. 186—198 Assessment: Formal and/or informal teacher-created assessments Locating information for and conducting the research may be assessed as part of the total research paper assignment.

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies/Content	Resources/Assessments
Standard 1.8 Research (cont'd)			
Organization	Organize, summarize, write, and present the main ideas from research.	<p><u>When organizing, writing, and publishing a research paper:</u></p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Take relevant notes from sources. • Organize notes by using and sorting note cards, outlining, listing, and/or using a web. • Develop a thesis statement based on research. • Support thesis with sufficient content organized in appropriate paragraph form. • Revise and edit writing to meet domain and conventions standards. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated purpose and audience. 	<p><u>Writer's Craft:</u> 8th Grade: p. 188—193, 202—210 7th Grade: p. 199—205</p> <p>Assessment: Teacher-created item specific rubrics PA Domain Scoring Guide for Writing Research paper assignment may be assessed as separate items each being part of the total process or as a whole.</p>