

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM**

GRADE 8

<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.8 Learning to Read Independently</p>						
<p>A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p>	<ul style="list-style-type: none"> • Evaluate/select appropriate novels for independent reading and written book response. • Skim and scan to locate information. • Access information from reference books and/or Internet to answer questions. • Problem-solve to locate information. • Draw on prior knowledge to expedite research. • Read critically to identify key information. 	<ul style="list-style-type: none"> • Librarian re-introduces book selection strategies and assists with book selection • Practice with expository text • Venn Diagram • Scanning of specific facts/ information • Self-monitoring • Observation of teacher modeling; how to locate information • Individual and group work • Technology 	<ul style="list-style-type: none"> • Librarian collection • Novels • Classroom collections • Personal collection • Teacher approval • Public library collection • Literature text • Grammar text 	<ul style="list-style-type: none"> • Students will write a response to self-selected novel. • Record of progress • Teacher-made test • Critical response • Graphic organizers • Research answers to questions (Library reference packet) • Essay responses • Journal/creative writing • Class discussion • Rubrics • Performance assessments • Self-assessment checklists 	<ul style="list-style-type: none"> • Additional time/ assistance • Give repeated practice • Design and/or adapt teacher materials • Breakdown complex tasks • Review directions • Limit the number and length of directions • Adaptive materials 	<ul style="list-style-type: none"> • Additional resources • Provide more challenging materials from which to choose.

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<p>B. Identify and use common organizational structures and graphic features to comprehend information</p>	<ul style="list-style-type: none"> • Use graphic organizers to construct meaning • Apply active reading strategies • Identify author’s purpose • Interpret literature in a graphic format • Construct meaning from illustrations. • Expand vocabulary • Complete graphic organizer • Apply study skills 	<ul style="list-style-type: none"> • Graphic organizers • Journals • Structured note-taking • Teacher modeling • Discussion • Skeletal outlines • Word webs • Highlighting • Direct instruction • Overhead notes • Guided note-taking • Technology 	<ul style="list-style-type: none"> • Design formal graphic organizers • Content area text • Power Point • Overhead notes • Other computer resources • Literature text • Supplemental text 	<ul style="list-style-type: none"> • Teacher-made tests/ quizzes • A completed graphic organizer • Construction of a graphic organizer • Journal responses • Performance assessments • Written responses • Questionnaires • Student-made tests • Study guides • Teacher observation 	<ul style="list-style-type: none"> • Additional time/ resources. • Adapted assessments. • Monitor first few examples before allowing student to proceed. • Modeling. • Peer tutoring. • Help student relate newly introduced concepts and skills to previously established ones to facilitate memory. • Individual instruction. • Encourage student to cope with areas of frustration. 	<ul style="list-style-type: none"> • Additional resources • Construct a graphic organizer • Provide opportunity to select the graphic organizer that works the best for the student’s learning style.

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<p>B.</p>					<ul style="list-style-type: none"> • Flexible groups • Give repeated practice • Visuals • Stories on tape • Manipulatives 	

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<p>C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p>	<ul style="list-style-type: none"> • Use context clues to determine word meanings. • Enhance vocabulary and language development. • Enrich vocabulary by exploring new words and different meanings of old words. • Expand and demonstrate ability to use new vocabulary. • Recognize, define, and utilize selected vocabulary from various texts. • Use word attack strategies. • Apply structural analysis. • Independently apply technological resources 	<ul style="list-style-type: none"> • Sentence writing • Whole class discussion • Introduce, practice, and apply new vocabulary into various writing assignments. • Word webs • Direct instruction • Modeling • Vocabulary games • Sorting activities • Technology • Employ context clues: • Synonyms, • Antonyms, • Multiple meaning words • Engage in creative conversation • Apply to written works • Introduce, practice and apply new vocabulary into various writing assignments 	<ul style="list-style-type: none"> • Literature text • Semantic webs • Class discussion • Context clues • Synonyms • Antonyms • Etymology • Teacher resource materials • Dictionaries • Vocabulary Text • Online resources 	<ul style="list-style-type: none"> • Whole class discussion • Teacher-made tests and/or quizzes • Commercially available tests and quizzes • Sentence writing • Tests, quizzes, writing assignments, rubrics • Vocabulary visualizations • Teacher-designed projects 	<ul style="list-style-type: none"> • Break-down complex tasks • Give immediate, specific and objective feedback • Provide additional time • Adaptations • Research-based supplemental resources • Modeling • Concrete examples 	<ul style="list-style-type: none"> • Research word origins • Enrichment vocabulary • Peer teaching • Online activities • Cross-curricular applications

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<p>D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).</p>	<ul style="list-style-type: none"> • Apply active reading strategies. • Ask questions to determine theme. • Demonstrate comprehension of text selections. • Make predictions before and during reading. • Sequence the events in a novel. • Read and analyze a self-selected novel. • Discuss current events and reactions to play/articles. • Identify author’s purpose. 	<ul style="list-style-type: none"> • Introduce journals for pre-reading activities and reflective writing. • Utilize think-pair-share strategies. • Apply prior knowledge. • Review reading strategies and • Prediction chart • Quick write • Direct instructions • Read-alouds • Question the Author • Anticipation guides 	<ul style="list-style-type: none"> • Brainstorming • Reciprocal questioning • Prior knowledge • Graphic organizers • Small group discussions • Informal debate • Teacher-designed materials, library and classroom resources 	<ul style="list-style-type: none"> • Quizzes, tests, class discussions/ participation, teacher observation, rubrics. • Sentences using context clues. • Student responses (role sheets) • Teacher’s observation • Self-reflection papers • Student responses (verbal) • Checklist to monitor participation. • Self-assessment • Thematic projects • Teacher-made test and quizzes • Notes 	<ul style="list-style-type: none"> • Give repeated directions. • Adapt assessments to individual learning styles • Demonstrate a concept through example. • Monitor first few examples before allowing student to proceed. • Verbally summarize what has been read • Additional time/ resources • Use of structural study guides and notes. 	<ul style="list-style-type: none"> • Generate questions for small group discussion. • Independent study and enrichment • Independent projects • Technology • Internet • Cross-curricular applications

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<p>D.</p>	<ul style="list-style-type: none"> • Increase reading comprehension. • Respond to reading guide questions. • Apply active reading strategies prior to, during and after reading. • Make a personal connection. 					

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<p>E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p>	<ul style="list-style-type: none"> • Interpret figurative language. • Enhance vocabulary and language development. • Enrich vocabulary by exploring new words and different meanings of old words. • Use new words appropriately in speaking and writing activities. 	<ul style="list-style-type: none"> • Employ context clues: • Synonyms, • Antonyms, • Multiple meaning words • Engage in creative conversation • Apply to written works • Introduce, practice and apply new vocabulary into various writing assignments 	<ul style="list-style-type: none"> • Literature text • Vocabulary Text • Teacher resource materials • Short stories • Novels • Poems 	<ul style="list-style-type: none"> • Teacher made tests and quizzes • Graded student sentences • Teacher observation • Rubrics • Class participation • Compositions • Spelling activities 	<ul style="list-style-type: none"> • Design and/or adapt teacher materials • Provide repeated practice • Present materials visually • Flashcards • Additional time/ resources activities • Prompting • Adapted worksheets • Small group instruction • Chunking • Flexible grouping 	<ul style="list-style-type: none"> • Independently research and present an oral report • Enrichment vocabulary • Journals • Technology

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<p>1.1.8 Learning to Read Independently</p>						
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<ul style="list-style-type: none"> •Use context clues to determine word meanings. •Define and use selection vocabulary. •Use new words in speaking and writing activities. •Read and enjoy a novel. 	<ul style="list-style-type: none"> •Introduce, practice, and apply new vocabulary into various writing assignments •Word webs •Discussions •Flash cards 	<ul style="list-style-type: none"> •Literature text •Vocabulary text •Teacher resource materials •Short stories •Novels •Poems 	<ul style="list-style-type: none"> • Rubrics • Teacher observation • Class participation • Compositions • Teacher-made tests and quizzes • Graded student sentences • Commercially available tests and quizzes 	<ul style="list-style-type: none"> • Additional time, review, resources • Design and/or adapt teacher materials • Provide repeated practice • Present materials visually • Visuals • Technology • Manipulatives • Flash cards 	<ul style="list-style-type: none"> • Design a new form of graphic organizer • Apply new vocabulary in written work • Enrichment activities

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<p>1.1.8 Learning to Read Independently</p>						
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. 	<ul style="list-style-type: none"> • Connect literature to context areas • Analyze problem and solution. • Compare and contrast characters in literature. • Analyze historical fiction. • Increase reading comprehension. • Read and enjoy a novel. • Generate comparisons between their own lives and the novel’s characters. • Discuss events and reactions to a variety of literature. • Respond to reading guide questions. • Read, respond, and reflect on selected literary works in various ways. • Use proper outlining skills. • Provide supporting evidence (from the text) 	<ul style="list-style-type: none"> • Graphic organizers • Predicting • Self-questioning • Visualizing • Retelling • Reciprocal teaching • Use a variety of media • Large and small group discussion <p>Implement the KWL concept Use writing journals to predict Socratic Seminars Draw inferences Formulate conclusions Evaluate outcomes</p>	<ul style="list-style-type: none"> • Literature text • Novels • Library • Computer lab • Variety of media • Teacher resource materials • Newspapers • Magazines 	<ul style="list-style-type: none"> • Oral responses • Rubric • Shared written responses • Oral presentations • Debates • Class discussions • Journals • Quizzes • Tests • Teacher observations • Class participation • Various writing assignments • Various teacher-designed projects and rubrics 	<ul style="list-style-type: none"> • Adjust the pace of instruction and provide additional practice for the student to master his/her skills • Relate written tasks to other subjects and/or daily experiences 	<ul style="list-style-type: none"> • Make a written and/or oral presentation connecting historical fiction to a current event and/or person. • Technology • Independent study and enrichment

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<ul style="list-style-type: none"> • Analyze the positions, arguments and evidence in public documents. 	<ul style="list-style-type: none"> • Organize a comparison/ contrast essay. • Distinguish between fact and opinion. • Analyze public documents. 					

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<p>H. Demonstrate fluency and comprehension in reading.</p> <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. • Demonstrate comprehension (Recommend 25 books/year). 	<ul style="list-style-type: none"> • Increase reading comprehension. • Practice oral reading skills. • Identify, comprehend and use various literary techniques in speaking and writing. • Use appropriate technique to practice and perform a choral reading. • Listen to professional readers. • Keep a reading log 	<ul style="list-style-type: none"> • Modeling • Choral reading • Partner reading • Role-playing • Introduction of background information • Model a variety of literary and speaking techniques both written and verbal • Use technology to model editing practices • Provide a variety of literary genres • Peer collaboration • Large and small group discussion 	<ul style="list-style-type: none"> • Literature text • Poetry • Anthology • A variety of media • Library resources • Journals • Computer lab • Additional teacher resources 	<ul style="list-style-type: none"> • Teacher observation • Quizzes/tests • Journals • Projects • Peer evaluations • Rubrics • Compositions • Writing folder • Class participation • Presentations • Monitoring of fluency progress as needed • Monitor reading log for 25-book challenge 	<ul style="list-style-type: none"> • Provide for small group instruction • Provide for appropriate level of reading materials • Provide additional time • Provide research-supported supplemental fluency materials • Additional opportunities for review • Pre-reading • Peer tutoring • Audio tapes • Modeling 	<ul style="list-style-type: none"> • Provide opportunity for self-selection from classroom and/or library resources. • Reading log • Oral presentations • Demonstration • Provide additional reading • Independent study

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<p>1.2.8 Reading Critically in All Content Areas</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas. •Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. •Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media.</p>	<ul style="list-style-type: none"> •Identify cause and effect. •Make predictions before and during reading. •Make inferences. •Skim and scan various reading materials; practice test-taking strategies; recognize the parts of a textbook. •Identify author’s purpose •Identify persuasive techniques •Distinguish between important and unimportant information. •Analyze historical fiction. •Read and respond to autobiography. 	<ul style="list-style-type: none"> • Graphic organizers • Note taking • Comparing and contrasting • Teacher modeling • Guided practice • Cooperative groups • Self-reflection/ questions • Introduce concept mapping • Review vocabulary words and literary techniques • Model how to differentiate fact from opinion. 	<ul style="list-style-type: none"> • Literature text • Videos • Graphic organizers • Journals • Various online and print resources, such as PowerLibrary, etc. 	<ul style="list-style-type: none"> • Discussion • Teacher observation • Notes • Teacher-made quizzes/tests • Textbook • Application of skimming and scanning skills to expository text • Student response presentation • Writing assignments • Class participation • Rubrics 	<ul style="list-style-type: none"> • Limit number and length of directions • Demonstrate a concept through example • Adjust the pace of instruction • Encourage self-correcting strategies • Additional resources and review activities 	<ul style="list-style-type: none"> • Modify study strategies to accommodate individual learning style. • Additional text activities • Technology

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<p>1.2.8 Reading Critically In All Content Areas</p>						
<p>A.</p> <ul style="list-style-type: none"> •Identify bias and propaganda where present. •Draw inferences based on a variety of information sources. <p>Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy and thoroughness</p>	<ul style="list-style-type: none"> • Summarize an article. • Follow sequence of events. • Respond to reading guide questions. • Connect literature to content area. • Read and enjoy current news and entertainment articles. • Interpret, infer, explain meaning of historical documents • Compare and contrast documents using a variety of media. • Appraise documents for organization and purpose. • Construct meaning. • Organize and develop an essay based on self-selected document. 	<ul style="list-style-type: none"> • Use a variety of media to create background knowledge. 				

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<p>1.2.8 Read Critically in All Content Areas</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. • Analyze the techniques of particular media messages and their effect on a targeted audience. • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). 	<ul style="list-style-type: none"> • Analyze problem and solution. • Distinguish fact from opinion. • Respond to reading guide questions. • Identify cause and effect. • Analyze problem and solution. • Use the multimedia lab. • Design a multimedia presentation. • Distinguish between credible and non-credible sources 	<ul style="list-style-type: none"> • Note-taking • Teacher modeling • Cooperative learning • Differentiated instruction • Direct instruction • Peer evaluation • Large and small group discussion 	<ul style="list-style-type: none"> • Literature text • Videos • Graphic organizers • Journals • Online and print materials 	<ul style="list-style-type: none"> • Rubric • Student presentations • Multimedia presentations • Demonstrations • Venn Diagram • Various projects and rubrics 	<ul style="list-style-type: none"> • Use peer tutoring • Monitor student understanding prior to independent work • Encourage student to take an active role in the learning process. • Allow additional time. • Audio tapes • Technology • Conferencing • Prompting • Visuals 	<ul style="list-style-type: none"> • Extend Power Point to a multimedia presentation • Technology • Fieldtrips • Guest speakers • Debating • Dramatization

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<p>1.2.8 Reading Critically in All Content Areas</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Compose original poetry, short stories or drama; write alternative endings to texts, (i.e., ballads; parodies; skits; commercials; book reports; brochures) 	<ul style="list-style-type: none"> • Introduce a variety of genres. • Identify the conventions of these genres. • Explain how they are used. • Model • Small group discussion 	<ul style="list-style-type: none"> • Literature text • Graphic organizers • Overhead projector • Teacher created materials • Writing lab • Anchor papers • Multimedia resources 	<ul style="list-style-type: none"> • Tests • Quizzes • Projects with rubrics • Class participation • Teacher observations • Writing assignments • Self/peer evaluation of presentation 	<ul style="list-style-type: none"> • Additional time/ resources • Modified assignments 	<ul style="list-style-type: none"> • Encourage publication in the school paper as well as in other publications • Share/display presentations

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<p>1.3.8 Reading, Analyzing, and Interpreting Literature</p>						
<p>A. Read and understand works of literature</p>	<ul style="list-style-type: none"> • Demonstrate comprehension of text selections. • Respond to reading guide questions. • Read and enjoy a novel. • Read and analyze a self-selected novel from the library. • Identify themes in literature. • Refine comprehension skills. • Logically apply evidence to justify opinions. 	<ul style="list-style-type: none"> • Literature circle • Teacher observation • Teacher modeling of each role for the literature circle • Previewing book selections • Graphic organizer • Small/large group discussion • Socratic Seminars • Partner reading 	<ul style="list-style-type: none"> • Literature text • Novels • Historical documents • Plays • Poetry • Library • Classroom materials 	<ul style="list-style-type: none"> • Observation of literature circle process • Completed role sheets • Self-assessment • Rubric • Thematic projects • Texts • Quizzes • Teacher observation • Written responses • Journals • Class participation 	<ul style="list-style-type: none"> • Break down complex tasks • Help student relate newly introduced concepts and skills to previously established ones to facilitate memory. • Provide verbal encouragement to help motivate student. • Additional time, resources, activities 	<ul style="list-style-type: none"> • Produce a video to model the literature circle process. • Independent reading of additional texts.

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<p>1.3.8 Reading Analyzing and Interpreting Literature</p>						
<p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>	<ul style="list-style-type: none"> •Locate clues to determine theme. •Analyze characters. •Recognize parts of a plot. •Make judgments about characters. •Compare and contrast characters in literature. •Draw conclusions. •Respond to reading guide questions. •Read and enjoy a novel. •Analyze the methods of characterization. •Read and analyze a self-selected novel from the library. •Identify point of view, tone and style. 	<ul style="list-style-type: none"> •Graphic organizers •Teacher modeling •Reading of selected pieces •Small/large group discussion •Socratic seminars •Direct instruction •Cooperative learning •Read-alouds 	<ul style="list-style-type: none"> •Literature text •Novels •Teacher materials •Various other media 	<ul style="list-style-type: none"> • Response journal • Teacher observation • Written web/map • Graphic organizer • Quizzes • Character chart/ project • Portfolio • Writing folder • Tests • Conflict collage • Monitoring of group discussions • Various written responses • Rubric 	<ul style="list-style-type: none"> • Give repeated practice • Allow additional time • Adjust and modify instructions accordingly • Demonstrate a concept through example 	<ul style="list-style-type: none"> • Adapt literature from a narrative to alternative format

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<p>1.3.8 Reading Analyzing and Interpreting Literature</p>						
<p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). 	<ul style="list-style-type: none"> • Use various literary techniques in both literature and in writing. • Locate and identify literary devices in literature. • Demonstrate literary devices in written works 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Small/large group discussion 	<ul style="list-style-type: none"> • Worksheets • PSSA glossary of literary terms • Literature texts • Selected recordings of various works • Student-made flashcards • Variety of print and online resources • Teacher-created guided practice 	<ul style="list-style-type: none"> • Test • Quizzes • Choral reading • Writing assignments • Literary device projects and rubrics 	<ul style="list-style-type: none"> • Additional resources, time activities • Additional guided practice 	<ul style="list-style-type: none"> • Independent reading or additional texts

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<p>1.3.8 Reading Analyzing and Interpreting Literature</p>						
<p>D. Identify poetic forms (e.g., ballad, sonnet, couplet).</p>	<ul style="list-style-type: none"> • Read and interpret poetic forms. • Compare and contrast given poets. • Analyze various poetic forms. • Recognize a variety of poetic devices. 	<ul style="list-style-type: none"> • Teacher directed • Modeling • Oral readings • Guided practices 	<ul style="list-style-type: none"> • Literature text • Teacher materials • Poetry books • Library resources • Anthologies 	<ul style="list-style-type: none"> • Test/quizzes • Study guides • Original poetry • Projects and rubrics 	<ul style="list-style-type: none"> • Repeated practice • Adapted materials • Break down of complex skills • Provided examples 	<ul style="list-style-type: none"> • Independent reading beyond classroom text.

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<p>1.3.8 Reading Analyzing and Interpreting Literature</p>						
<p>E. Analyze drama to determine the reasons for a character’s actions taking into account the situation and basic motivation of the character.</p>	<ul style="list-style-type: none"> • Make judgments about characters. • Draw conclusions about characters in a play. • Examine conflict in drama. • Analyze methods of characterization. • Read, respond to and reflect on a drama. • Explain how events in a character’s life shape how they act and react in certain situations. • Introduce elements of drama. • Review characterizations. 	<ul style="list-style-type: none"> • Graphic organizer • Examples • Small/large group discussions • Reciprocal questioning • Discussions from character’s point of view 	<ul style="list-style-type: none"> • Literature text • Internet resources • Library resources • Media • Professional performances • High school theater arts presentations 	<ul style="list-style-type: none"> • Test/quizzes • Observations • Written map • Student responses (verbal) • Observation of responses and products • Written responses • Character profile • Rubrics • Group projects • Essays • Journals • Plot diagram 	<ul style="list-style-type: none"> • Break down complex tasks • Monitor student understanding prior to independent work • Multi-sensory presentations 	<ul style="list-style-type: none"> • Develop a character profile employing methods of characterization • Professional performances

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<p>1.3.8 Reading Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction including poetry and drama</p>	<ul style="list-style-type: none"> • Recognize the elements of fiction and nonfiction writings. • Examine conflict in fiction and nonfiction writings. • Read and respond to various works of literature. • Logically apply evidence to justify opinions. • Develop an appreciation for the various genres of literature. 	<ul style="list-style-type: none"> • Graphic organizers • Group work • Choral reading • Teacher modeling • Direct instruction 	<ul style="list-style-type: none"> • Literature text • Novels • Library resources • Journals • Anthologies 	<ul style="list-style-type: none"> • Written responses • Rubrics • Quizzes • Tests • Writing assignments • Teacher observation • Class discussion • Journals 	<ul style="list-style-type: none"> • Break down complex tasks • Adaptations • Technology 	<ul style="list-style-type: none"> • Independent reading • Responding to additional texts • Technology

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<p>1.4.8 Types of Writing</p>						
<p>A. 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 1.3.8B). •Use literary devices (Standard 1.2.8.C). 	<ul style="list-style-type: none"> •Distinguish between nonfiction articles and narrative essays. •Identify first person narrative. •Demonstrate the ability to use vocabulary correctly. •Use the writing process. •Compose effective descriptive, narrative, informative, and persuasive writing. •Use standard using in writing. •Recognize and identify various types of conflict. •Employ proper conventions for writing dialogue. 	<ul style="list-style-type: none"> •Examples •Teacher modeling •Graphic organizers •Questions •Brainstorming •Journals •Technology •Quick writing •Direct instruction 	<ul style="list-style-type: none"> •Literature text •Graphic organizers •Teacher-created materials •Grammar text •PSSA writing evaluation rubric 	<ul style="list-style-type: none"> •Written responses •Tests •Quizzes •Rubrics •Teacher observation •Class discussion •Participation •Various writing assignments •Multimedia presentation •Student-created rubrics 	<ul style="list-style-type: none"> •Encourage consistent organization of paper style. •Provide samples •Additional review/ resources •Prompting •Technology •Adapted graphic organizers •Conferencing 	<ul style="list-style-type: none"> •Compose a multi-media presentation •Encourage publication in the school paper •Guest speakers •Dramatization •Field trips •Writing competition •Projects

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<p>1.4.8 Types of Writing</p>						
<p>B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</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. 	<ul style="list-style-type: none"> • Identify cause and effect. • Distinguish between nonfiction articles and narrative essays. • Identify various writing styles using correct format. • Utilize the five paragraph essay method • Demonstrate ability to use the writing process correctly. • Use and cite a variety of resources effectively. 	<ul style="list-style-type: none"> • Graphic organizers • Small/large group discussions • Teacher modeling • Guided practice • Student work samples • Established criteria (rubric) • Direct instruction 	<ul style="list-style-type: none"> • Literature text • Graphic organizers • Teacher–created materials • Student’s notes • PSSA writing evaluation rubric • Online and print media 	<ul style="list-style-type: none"> • Written responses • Tests • Quizzes • Rubrics • Teacher observation • Class discussion • Participation • Various writing assignments • Student-created rubrics 	<ul style="list-style-type: none"> • Adapted consistent organization of paper style. • Provide samples • Model • Anchor papers • Rubrics • Technology 	<ul style="list-style-type: none"> • Develop a team newsletter • Extension of research • Additional resources • Use of media • Peer conferencing

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<p>1.4.8 Types of Writing</p>						
<p>C. 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. 	<ul style="list-style-type: none"> •Use the writing process to write a persuasive essay effectively. •Compile factual information. 	<ul style="list-style-type: none"> •Direct instruction in writing process •Modeling •Guided practice •Anchor papers •Cooperative learning 	<ul style="list-style-type: none"> •Literature text •Graphic organizers •Concept maps •Teacher created materials •Student’s notes •Anchor papers 	<ul style="list-style-type: none"> •Writing assignment •Rubrics •Teacher conferencing •Teacher observation •Quizzes/tests •Peer revisions •Presentations 	<ul style="list-style-type: none"> •Provide models of anchor papers. •Review information •Modify rubrics •Modify written assignments 	<ul style="list-style-type: none"> •Encourage the student’s ability to become an independent thinker and learner •Peer tutoring •Encourage publication in the school paper as well as in other publications.

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<p>1.4.8 Types of Writing</p>						
<p>D. Maintain a written record of activities, course work, experience, honors and interests.</p>	<ul style="list-style-type: none"> • Record grades and course work. • Use the agenda. • Maintain a writing folder. • Maintain a portfolio. 	<ul style="list-style-type: none"> • Teacher modeling • Direct instruction of organizational methods 	<ul style="list-style-type: none"> • Writing folders • Binders • Journals • Agendas • Portfolios • Progress report sheets 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • Encourage student to take an active role in the learning process. • Maintain an assignment calendar weekly/daily. • Monitor portfolio entries • Technology • Conferencing 	<ul style="list-style-type: none"> • Assist peers computing scores • Technology

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<p>1.5.8 Quality of Writing</p>						
<p>A. Write with a sharp distinct focus.</p> <ul style="list-style-type: none"> •Identify topic, task and audience. •Establish a single point of view. 	<ul style="list-style-type: none"> •Expand and demonstrate the ability to use vocabulary correctly. •Use the writing process to compose effective descriptive, narrative, informative and persuasive writing. •Apply conventions of language in writing and speaking 	<ul style="list-style-type: none"> •Direct instruction In the writing process •Direct instruction in types of writing •Teacher modeling •Professional writing modeling •Cooperative learning 	<ul style="list-style-type: none"> •Literature text •Teacher created materials •Worksheets •Student’s notes 	<ul style="list-style-type: none"> •Writing assignment •Rubrics •Classroom participation •Teacher conferencing/ observation •Student conferencing 	<ul style="list-style-type: none"> •Provide models of anchor papers •Review information •Modify structured notes 	<ul style="list-style-type: none"> •Encourage the student’s ability to become an independent thinker and learner •Publication in the school paper as well as in other publications.

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<p>1.5.8 Quality of Writing</p>						
<p>B. 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. 	<ul style="list-style-type: none"> •Expand and demonstrate the ability to use vocabulary correctly. •Use the writing process. •Compose effective descriptive, narrative, informative, and persuasive writing. •Apply conventions of language •Distinguish between important and unimportant information. •Utilize the five paragraph essay method •Identify steps in a process. •Compare and contrast ideas. 	<ul style="list-style-type: none"> •Model an organized five paragraph essay •Demonstrate a well-developed thesis statement and introductory paragraph. •Prepare overhead notes, worksheets and teacher-created materials. •Skeletal outline •Graphic organizers •Research •Teacher-modeling •Outlining •Guided practice •Webbing •Think-pair-editing •Peer tutoring •Cooperative learning •Note-taking techniques 	<ul style="list-style-type: none"> •Teacher-created materials •Overhead notes •Worksheets •Literature text •Technology 	<ul style="list-style-type: none"> •Various writing assignments •Tests •Quizzes •Rubrics •Teacher observation/ conferencing •Student conferencing •Graphic organizers •Summaries •Presentation •Teacher checklist •Notes •Outlines •Peer revisions 	<ul style="list-style-type: none"> •Review process •Provide models of anchor papers •Encourage consistent organization of paper style. •Provide samples •Give immediate specific and objective feedback •Prompts •Technology 	<ul style="list-style-type: none"> •Student centered learning •Peer conferencing •Write a position paper addressing a different audience and an alternative format. •Journals •Technology •Extended reading opportunities

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<p>1.5.8 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<ul style="list-style-type: none"> • Apply conventions of language • Organize a comparison/contrast essay. • Employ the use of transitional words and phrases. • Summarize written works. • Follow sequence of events. • Sequence the events in literature. 	<ul style="list-style-type: none"> • Model the comparison/contrast essay • Teach both block and alternative styles of outlining • Introduce transitions • Establish criteria (rubrics) • Discussion • Sample summaries for student evaluation • Graphic organizers • Peer evaluation • Brainstorming • Outlining • Mapping 	<ul style="list-style-type: none"> • Literature text • Worksheets • Overhead notes • Models of essay • Teacher-created materials 	<ul style="list-style-type: none"> • Comparison/contrast essay • Worksheets • Conferencing • Observation • Rubric • Graphic organizer • Tests/quizzes • Summaries 	<ul style="list-style-type: none"> • Additional review/ resources • Modified rubrics • Encourage consistent organization of paper style • Give immediate, specific, and objective feedback • Peer tutoring • Conferencing • Technology 	<ul style="list-style-type: none"> • Peer conferencing • Synthesize material from a variety of sources to develop a summary. • Journals • Technology • Reciprocal teaching • Extended reading opportunities • Writing workshops

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<p>1.5.8 Quality of Writing</p>						
<p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. 	<ul style="list-style-type: none"> • Expand and demonstrate the ability to use a variety of sentence structures correctly. • Use the writing process to compose effective descriptive, narrative, informative, and persuasive writing. • Use standard usage in writing and speaking. • Identify and apply various phrases, sentences, and clauses 	<ul style="list-style-type: none"> • Introduce the simple, compound, and complex sentences. • Introduce/read a variety of literature stressing tone and voice. • Model tone and voice in writing. • Main idea table • Outlining • Modeling 	<ul style="list-style-type: none"> • Literature text • Worksheets • Overhead notes • Models voice and tone • Teacher-created materials • Multimedia 	<ul style="list-style-type: none"> • Writing assignments • Worksheets • Quizzes • Teacher observations • Journals • Rubrics • Presentations • Teacher checklist • Writing samples • Graphic organizers • Sentence diagrams 	<ul style="list-style-type: none"> • Review information • Additional resources and activities • Writing prompts • Peer tutoring 	<ul style="list-style-type: none"> • Student centered learning • Peer conferencing • Writing workshop • Extended reading opportunities • Technology • Personal journals • Reciprocal teachers

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.8 Quality of Writing</p>						
<p>E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p>	<ul style="list-style-type: none"> • Use the revision stage of the writing process effectively. 	<ul style="list-style-type: none"> • Review the revision process. • Peer editing • Modeling • Flexible grouping • Direct instruction 	<ul style="list-style-type: none"> • Student writing • Writing folder 	<ul style="list-style-type: none"> • Final copy of the writing assignment • Written responses • Teacher observation/ conferencing 	<ul style="list-style-type: none"> • Review/check information • Additional resources and activities • Modify rubrics • Encourage consistent organization of paper style • Prompting • Editing Checklists 	<ul style="list-style-type: none"> • Student centered learning • Peer conferencing • Editing • Technology • Personal journals • Questioning

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<p>1.5.8 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Punctuate correctly (periods, exclamation points, questions marks, commas, quotation marks, apostrophes, colons, semi-colons, parentheses). • Use nouns, pronouns verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	<ul style="list-style-type: none"> • Use the editing stage of the writing process effectively. • Make revisions to written materials. • Identify and apply the proper usage of nouns, verbs, and modifiers 	<ul style="list-style-type: none"> • Review the editing process • Modeling • Direct instruction • Technology 	<ul style="list-style-type: none"> • Teacher observation/ conferencing • Student’s writing • Professional writings 	<ul style="list-style-type: none"> • Final copy of the writing assignment • Written responses 	<ul style="list-style-type: none"> • Review information • Additional resources and activities • Modify rubrics • Break down complex tasks • Give repeated practice • Design and/or adapt teacher materials • Encourage self-correcting strategies 	<ul style="list-style-type: none"> • Student centered learning • Peer conferencing/ editing • Assist peers in editing

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<p>1.5.8 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Use the publishing stage of the writing process successfully. • Submit letter to the editor and/or author. • Make an oral presentation of written work. 	<ul style="list-style-type: none"> • Review the publishing stage of the writing process. • Student samples • Modeling • Peer tutoring • Conferencing 	<ul style="list-style-type: none"> • Teacher observation • Conferencing 	<ul style="list-style-type: none"> • Final copy of the assignment • Rubric • Multimedia presentations 	<ul style="list-style-type: none"> • Review/check information • Additional resources and activities • Modify rubrics • Allow extra time • Prompting • Technology 	<ul style="list-style-type: none"> • Student centered learning • Peer conferencing/ editing • Allow to present to peers • Writing competitions • Workshops • Presentations • Debate • Technology

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<p>1.6.8 Speaking and Learning</p>						
<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	<ul style="list-style-type: none"> • Work effectively with peers in a cooperative learning activity. • Create projects/ writing samples for presentation. • Take notes from narrative and expository materials. • Enhance listening skills. • Follow written and oral directions. • Take notes while reading and listening. • Listen for understanding. • Distinguish between important and unimportant information. 	<ul style="list-style-type: none"> • Develop cooperative learning skills • Assign group tasks • Develop skills in analyzing information • Active listening strategies • Graphic organizers • Retelling • Prior knowledge 	<ul style="list-style-type: none"> • Journals • Writing prompts • Overhead projector • Teacher created materials • Library resources 	<ul style="list-style-type: none"> • Journals • Class participation • Teacher observation • Discussions • Written responses • Tests/quizzes • Oral responses 	<ul style="list-style-type: none"> • Smaller student groups • Allow student to sit in the front row • Combine verbal directions with visual clues • Give repeated practice 	<ul style="list-style-type: none"> • Refine/apply cooperative learning skills • Interact positively within group • Student centered learning • Locate connections in newspaper and/or Internet to extend literature

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<p>1.6.8 Speaking and Listening</p>						
<p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> •Relate them to previous knowledge. •Predict content/events. •Summarize events and identify the significant points. •Identify and define new words and concepts. •Analyze the selections. 	<ul style="list-style-type: none"> •Refine comprehension skills. •Logically apply evidence to justify opinions. •Use new words appropriately and increase vocabulary. •Restate main ideas. •Make predictions before and during reading. •Summarize various text selections. •Enhance listening skills. •Follow written and oral directions. •Distinguish between important and unimportant information. •Use new words in speaking and writing activities. •Listen for understanding. 	<ul style="list-style-type: none"> •Develop listening skills. •Use role-play as a way to understand literature. •Model essential questions and their effectiveness. •Review the summary. •Point out key points for analysis. 	<ul style="list-style-type: none"> •Journals •Audio tapes •Technology •Teacher created materials •Literature texts 	<ul style="list-style-type: none"> •Group presentations •Class participation •Journals •Rubrics •Group interaction 	<ul style="list-style-type: none"> •Provide opportunities for students to listen and discuss in smaller groups. •Review listening skills •Reinforce previously learned concepts •Allow additional time 	<ul style="list-style-type: none"> •Student centered learning •Cooperative groups

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<p>1.6.8 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</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 stress (emphasis) and inflection to enhance meaning. 	<ul style="list-style-type: none"> •Expand and demonstrate ability to use vocabulary. •Use a variety of sentence structures in writing. •Refine speaking skills. •Use standard usage in both writing and speaking. •Practice oral reading skills. •Develop and give an oral presentation. 	<ul style="list-style-type: none"> •Involve students in choral readings. •Role-playing •Provide opportunities for students to refine all necessary language skills. •Modeling •Cooperative learning. •Presentation of original work. 	<ul style="list-style-type: none"> •Worksheets •Teacher created materials •Literature text •Overhead projector 	<ul style="list-style-type: none"> •Rubrics •Group presentation •Class participation •Group/role-play activities •Teacher observation •Peer evaluation 	<ul style="list-style-type: none"> •Smaller groups •Utilize student-prepared note cards when speaking 	<ul style="list-style-type: none"> •Student centered learning •Cooperative groups •Reciprocal teaching

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<p>D. Contribute to discussions.</p>						
<p>Ask relevant, probing questions. <ul style="list-style-type: none"> • 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. </p>	<ul style="list-style-type: none"> • Interact positively with peers in a cooperative learning environment. • Logically apply evidence to justify opinions. • Use standard usage in both writing and speaking. • Re-state main ideas. • Construct meaning. • Summarize various text selections. • Respond to reading guide questions. 	<ul style="list-style-type: none"> • Think – Pair-share • Think aloud • Discussion webs • Group activities • Model the difference between paraphrasing and summarizing • Encourage the student’s appreciation for the contributions of others. • Small/large group discussion • Cooperative learning 	<ul style="list-style-type: none"> • Literature text writing • Multimedia lab • Library resources • Teacher resource materials • Novels 	<ul style="list-style-type: none"> • Class participation • Group activity • Teacher observation • Presentations/role-play activities • Rubrics 	<ul style="list-style-type: none"> • Review/reinforce skills • Use smaller excerpts from text for discussion • Discuss in smaller groups • Review directions • Demonstrate a concept through example 	<ul style="list-style-type: none"> • Student centered learning • Cooperative groups • Reciprocal teaching • Provide opportunities for extended discussion

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<p>1.6.8 Speaking and Listening</p>						
<ul style="list-style-type: none"> •Present support for opinions. •Paraphrase and summarize when prompted. 	<ul style="list-style-type: none"> •Generate comparisons between their own lives and the novel’s characters. •Read and analyze a self-selected novel from the library. 	<ul style="list-style-type: none"> • Active reading strategies 				

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<p>1.6.8 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> •Initiate everyday conversation. •Select a topic and present an oral reading. •Conduct interviews as part of the research. •Organize and participate in informal debates. 	<ul style="list-style-type: none"> •Interact positively with peers in a cooperative learning environment. •Logically apply evidence to justify opinions. •Use standard usage in both writing and speaking. •Discuss ideas on relevant topics as they evolve in the classroom. •Participate in a literary circle. •Work cooperatively within a team/group. 	<ul style="list-style-type: none"> •Provide opportunities for students to interact with one another •Encourage the use of prior knowledge •Brainstorming •Encourage positive interaction between students •Refine listening skills 	<ul style="list-style-type: none"> •Literature text writing •Multimedia lab •Library resources •Teacher resource materials •Novels 	<ul style="list-style-type: none"> •Teacher observation •Group activities •Writing folders •Journals •Group presentation •Oral presentation •Projects 	<ul style="list-style-type: none"> •Review/reinforce skills •Use smaller excerpts from text for discussion •Discuss in smaller groups •Give immediate specific and objective feedback. 	<ul style="list-style-type: none"> •Student centered learning •Cooperative groups •Reciprocal teaching

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<p>1.6.8 Speaking and Listening</p>						
<ul style="list-style-type: none"> •F. Use media for learning purposes. •Describe how the media provides information that is sometimes teased based on a point of view or by the opinion or beliefs of the presenter. •Analyze the role of advertising in the media. •Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission. 	<ul style="list-style-type: none"> •Create a visual aid for a presentation •Compare and contrast the written work with the film version. 	<ul style="list-style-type: none"> •Samples •Teacher modeling •Sequencing •Direct instruction 	<ul style="list-style-type: none"> •Films •Literature text •Media •Technology •Magazines 	<ul style="list-style-type: none"> •Rubric •Student responses •Presentations 	<ul style="list-style-type: none"> •Assign a peer tutor. •Break down complex tasks 	<ul style="list-style-type: none"> •Develop an advertising document/campaign

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<p>1.7.8 Characteristics and functions of the English Language</p>						
<p>A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).</p>	<p>Enhance vocabulary and language development.</p>	<p>Graphic organizers Direct instructions</p>	<p>Teacher materials Textbook Spelling units</p>	<p>Tests/quizzes</p>	<p>Tests/quizzes</p>	<p>Provided guided practice</p>

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<p>1.7.8 Characteristics and Functions of the English Language</p>						
<p>B. Analyze the role and place of standard American English in speech, writing and literature.</p>	<ul style="list-style-type: none"> • Compare/contrast the use of standard English in two speeches • Use standard English skills in composition and oral communication. 	<ul style="list-style-type: none"> • Provide the student the opportunity to review and refine all necessary language skills: -Reading -Writing -Listening and Speaking 	<ul style="list-style-type: none"> • Literature text • Writing • Writing lab • Teacher resource materials • Video • Print and online texts 	<ul style="list-style-type: none"> • Class participation • Teacher observation • Journals • Class discussion • Writing assignments • Video assessment 	<ul style="list-style-type: none"> • Review/reinforce skills. • Use smaller excerpts from text for discussion. • Discuss in smaller groups. • Modify rubrics. 	<ul style="list-style-type: none"> • Student center learning • Cooperative groups • Reciprocal teaching

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<p>1.7.8 Characteristics and Functions of the English Language</p>						
<p>C. Identify new words that have been added to the English language over time.</p>	<ul style="list-style-type: none"> • Compare/contrast the use of standard English in two speeches • Use standard English skills in composition and oral communication. 	<ul style="list-style-type: none"> • Provide the student the opportunity to review and refine all necessary language skills: -Reading -Writing -Listening and Speaking 	<ul style="list-style-type: none"> • Literature text • Writing • Writing lab • Teacher resource materials 	<ul style="list-style-type: none"> • Class participation • Teacher observation • Journals • Class discussion • Writing assignments 	<ul style="list-style-type: none"> • Review/reinforce skills. • Use smaller excerpts from text for discussion. • Discuss in smaller groups. • Modify rubrics. 	<ul style="list-style-type: none"> • Student center learning • Cooperative groups • Reciprocal teaching

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<p>1.8.8 Research</p>						
<p>A. Select and refine a topic for research.</p>	<ul style="list-style-type: none"> • Create a KWL chart. • Organize an oral report/ presentation based on research. • Analyze/assess informational sources for relevance. • Utilize a variety of media/ technology effectively. • Use table of contents, index, title page, glossary, timelines, and bibliographies successfully. • Create working outlines. • Employ strategies for note-taking. 	<ul style="list-style-type: none"> • Develop student’s ability to function as an independent learner. • Model essential questioning techniques. • Encourage the development of essential questions. • Prepare students for library research. • Instruct students on research techniques, materials, and bibliographic information. 	<ul style="list-style-type: none"> • KWL packets • Library resources • Technology • Literature texts • Teacher created materials • Media resources 	<ul style="list-style-type: none"> • Individual/group work • Oral presentations • Library participation • Bibliographies • Teacher observations 	<ul style="list-style-type: none"> • One-on-one assistance • Technology • Additional learning opportunities and time • Individual instruction • Modeling 	<ul style="list-style-type: none"> • Peer conferencing/ tutoring • Technology • Reciprocal teaching • Demonstrations • Personal journals • Field trips • Guest speakers

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<p>1.8.8 Research</p>						
<ul style="list-style-type: none"> •B. Locate information using appropriate sources and strategies. •Determine valid resources for researching 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). 	<ul style="list-style-type: none"> •Organize an oral report/ presentation based on research. •Analyze/assess informational sources for relevance. •Utilize a variety of media/ technology effectively. •Use table of contents, index, title page, glossary, timelines, and bibliographies successfully. •Create working outlines. 	<ul style="list-style-type: none"> •Develop student’s ability to function as an independent learner. •Introduce the KWL packet. •Model essential questioning techniques. •Encourage the development of essential questions. •Prepare students for library research. 	<ul style="list-style-type: none"> • Library resources • Technology • Literature texts • Teacher created materials • Media resources 	<ul style="list-style-type: none"> • Individual/group work • Oral presentations • Library participation • Bibliographies • Teacher observations 	<ul style="list-style-type: none"> • One-on-one assistance • Technology • Additional learning opportunities and time • Individual instruction • Modeling 	<ul style="list-style-type: none"> • Peer conferencing/ tutoring • Technology • Reciprocal teaching • Demonstrations • Personal journals • Field trips • Guest speakers

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<ul style="list-style-type: none"> •Use tables of contents, indices, key words, cross-references and appendices. •Use traditional and electronic search tools. 	<ul style="list-style-type: none"> •Employ strategies for note-taking. 	<ul style="list-style-type: none"> •Instruct students on research techniques, materials, and bibliographic information. 				

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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8.8 Research</p>						
<p>C. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> •Identify the steps necessary to carry out a research project. •Take relevant notes from sources. •Develop a thesis statement based on research. •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 audience. 	<ul style="list-style-type: none"> •Combine and organize information for individual/group projects. •Use KWL packet to take relevant notes. •Assemble bibliographical information correctly. •Design oral presentation. • Submit a formal written research paper for evaluation. 	<ul style="list-style-type: none"> •Develop student's ability to function as an independent learner. 	<ul style="list-style-type: none"> •KWL packets •Library resources •Technology •Literature text •Teacher created materials •Media resources 	<ul style="list-style-type: none"> •Rubric presentation •Teacher observation •Peer evaluation •Journals •Interview 	<ul style="list-style-type: none"> •One-on-one assistance •Individualized instruction •Prompting •Pre-teaching •Adapted materials 	<ul style="list-style-type: none"> •Peer conferencing •Tutoring •Independent research project •Explore other texts •Role-playing •Self-designed graphic organizers