
8th Grade Reading

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide

8th Grade Reading

Prerequisite:

- Successful completion of 7th Grade Reading

The 8th Grade Reading integrates prior Reading skills and strategies through more independent analysis. Students will differentiate and evaluate material in single and multiple texts. Students will make associations and connections between literature and history concepts; learn to analyze different types of selections (short stories, novels, primary source documents, biographies, informational literature and other nonfiction); increase academic language and domain specific vocabulary through reading, writing, and speaking. Students will also be able to evaluate information from a variety of sources and media.

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Year-at-a-glance

Subject: 8th Grade Reading	Grade Level: 8	Date Completed: 6/15/2017
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1st Quarter

Topic	Resources	Standards
Review Elements of Fiction	Pearson's My Perspectives	CC1.3.8.a, CC1.3.8.b, CC1.3.8.c, CC1.3.8.d, CC1.3.8.e, CC1.3.8.f, CC1.3.8.h, CC1.3.8.i,
Poetry	Pearson's My Perspectives	CC1.3.8.e, CC1.3.8.f,CC1.3.8.i,CC1.3.8k
Text Dependent Analysis across texts	Teacher Created	CC1.3.8.a, CC1.3.8b, CC1.3.8.c, CC1.3.8.d, CC1.3.8.f,CC1.3.8.h, CC1.3.8.i
The Outsiders-S.E. Hinton	Novel/Teacher created tests, quizzes and activities	CC1.2.8.a, CC1.2.8.b, CC1.2.8.c, CC1.2.8.e, CC1.2.8.f, CC1.2.8.j, CC1.2.8.k, CC1.2.8.l

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2nd Quarter

Topic	Resources	Standards
Review Elements of Nonfiction/Text Structures	Pearson’s My Perspectives	CC.1.2.8.A, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E
The Boy in the Striped Pajamas-John Boyne	Novel/ Teacher created tests, quizzes and activities	CC.1.3.8.A, CC.1.3.8.B, CC.1.3.8.C, CC.1.3.8.D, CC.1.3.8.E,F,H,I,J,K
Text Dependent Analysis across texts	Teacher Created	CC.1.4.8C, CC.1.4.8D, CC.1.4.8E, CC.1.4.8F

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3rd Quarter

Topic	Resources	Standards
Review Fiction/ Nonfiction	Common Core Coach Books Grade appropriate Exemplars Released Items Samplers	Review of standards listed above for fiction and nonfiction text.
ELA Test Prep	Common Core Coach Books PA Dept. of Ed Released Items Samplers	Review of standards listed above for fiction and nonfiction texts.

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4th Quarter

Topic	Resources	Standards
Novel Study: To Be determined	Novel/ Teacher created materials to include tests, quizzes and activities.	Standards addressed based on novel choice.

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Quarter 1</p> <p>R-<u>"The Medicine Bag"</u> E-Grammar Review</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I</p>	<p>Review Elements of Fiction</p> <p>Identify and Analyze Elements of Fiction</p> <p>Cite textual Evidence to support Analysis of Fictional Works</p>	<p>R-Power Point Review of Elements of Fiction, Intro. Unit 1: Essential Question-"What are some milestones on the path to growing up?"</p> <p><u>Quiz: Elements of Fiction</u> -Comprehension Check p. 21 and Notebook Activity Page 22 Analyze the Text 1-3 and Analyze Craft and Structure-Symbolism 1-3</p>	<p>Teacher prepared test, quizzes , TDA's , etc</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>
<p>R-<u>Media Connection: Apache Girl's Rite of Passage</u> E- Writing Process and Paragraph Writing</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I</p>	<p>Comparing Text to Media</p>	<p>Complete questions 1-4 page 30 and Notebook Activity Complete Analyze Media page 31 #'s 1-2 TDA-Teacher Created/Direct Instruction <u>Test: The Medicine Bag and TDA (story and video)</u></p>	<p>Teacher prepared test, quizzes , TDA's , etc</p> <p>Series available assessments online. (Optional)</p>	<p>3 days</p>

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<p>R- My Perspectives pg. 57-59 <u>Poetry Selections:</u> <u>Hanging Fire and Translating Grandfather's House</u> E- Personal Narrative</p>	<p>CC.1.3.8.E CC.1.3.8.F CC.1.3.8.I CC.1.3.8.K</p>	<p>Connect poems to the essential question</p>	<p>Read and Discuss "Hanging Fire" and "Translating Grandfather's House" Complete Comprehension Check page 60-61 Homework Assignment: Notebook pg. 61 to practice writing summaries. Analyze the Text page 62#'s 1-3, page 63 Analyze Craft and Structure-complete charts and #'s 1-2, page 64 Author's Style-complete chart Quiz: Hanging Fire/Translating Grandfather's House</p>	<p>Teacher prepared test, quizzes , TDA's , etc Series available assessments online. (Optional)</p>	<p>2 days</p>
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<p><u>R-"The Setting Sun and the Rolling World"</u> (p. 67-70) E-"You are the Electric Boogaloo" and "Just Be Yourself"</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I CC.1.3.8.K</p>	<p>Independent Read of selection.</p> <p>Small groups will complete listed assignments.</p> <p>Independent completion of TDA.</p>	<p>Complete Comprehension Check p. 71, Analyze The Text p. 72 and Analyze Craft and Structure p. 73.</p> <p>TDA: Analyze the conflicts within The Setting Sun and the Rolling World. Discuss in an essay how these conflicts</p>	<p>Teacher prepared test, quizzes , TDA's , etc</p> <p>Series available assessments online. (Optional)</p>	<p>5 days</p>
<p><u>R-The Outsiders</u></p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.E CC.1.3.8.F CC.1.3.8.J CC.1.3.8.K CC.1.3.8.L</p>	<p>Character Development</p> <p>Theme</p> <p>Symbolism</p> <p>Connection to Essential Question</p>	<p>Comprehension Checks</p> <p>Whole Group Discussion</p> <p>Connections to "Nothing Gold Can Stay" Robert Frost</p> <p>TDA: Theme Development</p>	<p>Teacher prepared test, quizzes , TDA's , etc</p> <p>Series available assessments online. (Optional)</p>	<p>25 days</p>

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<p><u>R-Independent Reads</u></p>	<p>CC.1.3.8.K CC.1.2.8.L</p>	<p>Read Independently</p> <p>Annotate Text</p> <p>Complete Independent Assessment</p>	<p><u>Quinceanera Birthday Bash</u></p> <p><u>Cub Pilot on the Mississippi</u></p> <p><u>From I Know Why the Caged Bird Sings</u></p>	<p>Pearson Assessments</p>	<p>5 Days</p>
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<p>Quarter 2</p> <p>Unit 2: The Holocaust-<u>Historical Perspectives</u></p>	<p>CC.1.2.8.A CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E</p>	<p>Activate Prior Knowledge</p> <p>Share thoughts on time period</p> <p>List questions to research</p>	<p>Essential Question: How do we remember the past? Read /Discuss Historical Perspectives (p. 98-99) My Perspectives</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series available assessments online. (optional)</p>	<p>2 days</p>
<p><u>“The Diary of Anne Frank part 1 and 2”</u></p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.I CC.1.3.8.J CC.1.3.8.K</p>	<p>Introduce Drama</p> <p>Analyze Author’s Craft throughout Drama</p> <p>Apply Academic Vocabulary</p> <p>Analyze Dialogue- Connotative and Figurative Meanings</p>	<p>Read and Discuss Part 1 and 2.</p> <p>Teacher selected activities to assess students comprehension of Drama</p> <p>Teacher created TDA’s</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Series Assessments online (optional)</p>	<p>20 days</p>

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<u>Frank Family and World War II Timelines/TDA</u>	CC.1.2.8.G	Review timeline on pages 196-198	Students will complete page 198 in cooperative groups Introduce and Explain TDA page 202 My Perspectives	Teacher prepared tests, quizzes, etc. Series Assessments online(optional)	5 days
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<p>Suggested Novel: The Boy in the Striped Pajamas</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.E CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I CC.1.3.8.J CC.1.3.8.K</p>	<p>Analyze figurative language and affect on reader</p> <p>Analyze character development and affect on plot development</p> <p>Analyze dialogue and development of suspense and affect on reader</p> <p>In depth analysis of conflict</p>	<p>Instruction will vary from teacher directed to independent reading based on student needs.</p> <p>Author's craft will be explored using character development and the use of figurative language in the novel</p> <p>Tone and Mood will be reviewed and studied in greater depth</p> <p>Connections will be developed across texts used in this unit</p>	<p>Teacher prepared tests, quizzes, TDA's etc</p>	<p>18 days</p>
<p>Independent Read</p>	<p>CC.1.2.8.L</p>	<p>Read Independently</p> <p>Use Text Evidence</p>	<p>Irena Sendler: Rescuer of the Children of Warsaw</p>	<p>Assign as a take home assessment</p>	

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Quarter 3 Unit 5: Launch Text: Inspiration is Overrated! (p. 442-443)	CC.1.2.8.H	Launch Text/Argument Model (p. 442)	Read and Discuss Launch text. Identify Argument/claim		1 day
<u>Anchor Text: Uncle Marcos from The House of Spirits(p. 449-457)</u>	CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I CC.1.3.8.J CC.1.3.8.K	Read and discuss selection, modeling text annotations/clos e reading	Pearson: My Perspectives Comprehension Check page 457: #s 1-5 Analyze Craft and Structure page 459 #s 1-3 Possible TDA: Are inventions realized through inspiration or perspiration? What has this story taught you about how inventions are created?	Teacher prepared tests, quizzes, TDA's etc.	5 days

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<p><u>Icarus and Daedalus</u> (on line)</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.3.8.C CC.1.3.8.D CC.1.3.8.F CC.1.3.8.H CC.1.3.8.I CC.1.3.8.J</p>	<p>Activate prior knowledge of myths.</p> <p>Students will read independently to practice text annotations/close reading</p>	<p>After students read independently, allow some time for brief discussion.</p> <p>Provide students with TDA topic and graphic organizer to begin plan for response.</p>	<p>Teacher prepared tests, quizzes, TDA's etc.</p>	<p>2 days</p>
<p>TDA: After reading Icarus and Daedalus, determine how each character would respond to the following: Are inventions realized through inspiration or perspiration? Be sure to include textual evidence in your response.</p>	<p>CC.1.3.8.A CC.1.3.8.B CC.1.4.8.A CC.1.4.8.B CC.1.4.8.C CC.1.4.8.G</p>	<p>Character Analysis</p> <p>Connection to Essential Question</p>	<p>Teacher Created Graphic Organizer</p> <p>Rough Draft</p> <p>Final Copy</p>		<p>2 days</p>
<p>PSSA-ELA Prep</p>		<p>Review of Fiction</p> <p>Review of Nonfiction</p> <p>Review of Poetry</p>	<p>PA Department of Education Released Item Samplers/Grade appropriate teacher selected Exemplars</p>		<p>25 days</p>
					<p>8 days built in for snow, additional practice</p>

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<p>Quarter 4</p> <p>Novel Study to be determined by teacher</p>	<p>CC.1.2.8.A CC.1.2.8.B CC.1.2.8.C CC.1.2.8.D CC.1.2.8.E CC.1.2.8.F CC.1.2.8.G CC.1.2.8.H CC.1.2.8.I CC.1.2.8.J CC.1.2.8.K CC.1.2.8.L</p>	<p>Review of Elements of Fiction</p> <p>Identify Elements of Fiction</p> <p>Vocabulary Acquisition</p> <p>Making Connections across texts</p> <p>Use Textual Evidence to support writing</p>	<p>Determined by Teacher</p>	<p>Teacher created tests, quizzes</p>	<p>30-days to allow for 4th quarter student activities</p>
<p>Final Exam Review and Administration</p>					<p>5 Days</p>