

Course Title: Reading 8
Time Allotment: 4 Weeks

Topic/Concept: The Face on the Milk Carton
Unit Sequence: 1

Major Concepts to be learned:

1. The students will gain a better understanding of the text by identifying descriptive writing. Students will study sensory imagery in particular. Students will be able to locate descriptive writing within the text and explain how it improves their understanding.
2. The students will be able to list the five types of conflict (man vs. man, man vs. self, man vs. nature, man vs. society, man vs. supernatural). Students will locate which conflict(s) are present in the novel and offer an explanation and textual details.
3. The students will be able to define character development and apply it to the text. They will compare and contrast characters in the novel to one another. They will offer an explanation as to how the main characters have changed from the beginning of the novel. The students will improve their reading comprehension skills via daily reading assignments and quizzes.
4. They will be able to adequately summarize and recall details from the text via class discussions.
5. The students will be able to define the vocabulary words pulled from each chapter without using a dictionary, but by identifying how the words are used within the context of the novel.

Expected Skills to be demonstrated:

1. Students will be able to locate descriptive writing within the text and state which sense is being used and how the description makes the text more appealing.
2. Students will be able to write the five types of conflict down and apply them to the text. They will be able to identify the dominant and sub-conflicts within the text.
3. Students will be able to identify direct/indirect characterization and write down examples from the text to strengthen their answers. They will use the character's words, actions, dialogue, etc. in their answers.
4. Students will be able to take 10 events from the text and place them in the correct order.
5. Students will be able to take the chosen words from the text and define them. They will also have to use each in an original sentence.

PA Standards/Anchors:

Eligible Content:

R8.A.1.1 R8.B.1.1 R8.A.1.5	<ul style="list-style-type: none">• R8.A.1.1.2• R8.B.1.1.1• R8.A.1.5.1
----------------------------------	--

Instructional Strategies:

Assessments:

Lecture Written work Note Taking Evaluating	Group discussion Role Play Summarizing	<ul style="list-style-type: none">• Students will take a quiz every 2-3 chapters to check for understanding.• Students will have daily assignments to work with the vocabulary words chosen from the text.• Students will have group assignments where they will work with the literary concepts within this unit.• Students will take a unit exam upon completion of the novel.
--	--	---

Course Title: Reading 8

Topic/Concept: Anne Frank: The Diary of a Young Girl

Time Allotment: 4 Weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Students will draw conclusions and make inferences based on the previous night's reading. Students will be able to summarize the main events of each diary entry in the novel.
2. Students will be able to have a broad understanding of the work based on readings, notetaking and supplemental readings based on Holocaust survivors.
3. Students will be able to have a solid understanding of the setting of work which includes both the Annex and Europe during World War II.
4. Students will be able to have an understanding of Anne Frank, the person, via the novel, a documentary titled, Anne Frank Remembered, and class discussions and activities.

Expected Skills to be demonstrated:

1. The students will be able to make predictions and inferences during class discussion based on the readings completed the night before. The students will be able to complete a behavior, feelings and motivations chart by citing examples from the text to support their ideas.
2. The students will be able to recall facts and summarize the main ideas of the reading completed the night before. The students will be able to define the vocabulary words pulled from each chapter without using a dictionary. They will understand how the words are used within the context of the novel.
3. The students will gain a better understanding of the text by identifying the setting of the novel (the Annex where the Franks went into hiding). They complete an art project and writing responses in order to have a clear mental image.

PA Standards/Anchors:

Eligible Content:

R8.A.2.3	• R8.A.2.3.1	R8.A.2.5.1
R8.A.2.4	• R8.A.2.3.2	R8.A.2.1.2
R8.A.2.5	• R8.A.2.4.1	R8.B.1.1.1
R8.B.1.1		

Instructional Strategies:

Assessments:

Coooperative groups	Lecture	<ul style="list-style-type: none">• Students will take weekly quizzes based on reading assignments to test comprehension skills.• Students will complete a chart based on Anne's behaviors, motivations and feelings using the novel.• Students will complete various diary entries that emulate Anne's entries.• Students will take notes on the history of World War II for a grade.• Students will complete a cumulative exam after finishing the novel.
Group discussion	Research	
Student Journals	Written work	
Role Play	Note Taking	
Charting	Summarizing	
Evaluating	Specific Reading	

Course Title: Reading 8

Time Allotment: 4 weeks

Topic/Concept: Short Story Unit

Unit Sequence: 3

Major Concepts to be learned:

1. "Up the Slide" – The students will be able to locate the conflict in the story, make predictions before finishing it and define and apply the term, "historical context".
2. "Thank You, Ma'am" – The students will have a general understanding of the Harlem Renaissance, define stated and implied theme and apply it to the text, and understand how a characters' words and actions can lead to the understanding of the message of the text.
3. "Saving the Wetlands" and "The Gentleman of Rio en Medio" – The students will be able to compare and contrast the two stories. They will also be able to define "inferences" and make inferences while reading the texts using details to support their ideas.
4. "The Tell-Tale Heart" – The students will be able to review point of view and apply it to the text. They will also be able to define climax and apply it to the text. The students will be able to define the vocabulary words pulled from each story without using a dictionary, but by identifying how the words are used within the context of the novel. They will also increase their vocabulary skills.

Expected Skills to be demonstrated:

1. Students will be able to define conflict and historical context and apply it to the text.
2. The students will be able to explain the difference between implied theme and stated theme and use textual details to illustrate each.
3. The students will improve on their comparing and contrasting skills by using two short stories and define inference and make inferences using textual details.
4. The students will be able to review point of view, its effectiveness and apply it to the text using textual details. They will also define climax and apply it.
5. Students will be able to improve vocabulary skills by defining words within the context, understanding synonyms and antonyms and explain how the meaning of a word is changed when an affix is added.

PA Standards/Anchors:

Eligible Content:

R8.B.1.1 R8.A.1.1 R8.A.1.2	<ul style="list-style-type: none">• R8.A.1.6.1• R8.B.1.1.1• R8.A.1.2.1
----------------------------------	--

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Written work Note Taking Charting Outlining Specific Reading	Lecture Student Journals Oral presentation Graphic organizers Summarizing Evaluating	<ul style="list-style-type: none">• Students will complete the study questions at the end of each section in the Literature Book.• Students will complete written responses based on several of the short stories read in class.• Students will take quizzes based on the stories read in class.• Students will complete quizzes on the literary terms that coincide with this unit.• Students will work in groups to complete mini-projects for a grade.
---	---	---

Course Title: Reading 8

Topic/Concept: A Cry in the Night

Time Allotment: 4 weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Students will be able to define and apply the terms, exposition and resolution.
2. Students will be able to define the genre, suspense, and apply it to the text.
3. Students will be able to make inferences, draw conclusions and predict during their reading of the novel.
4. Students will be able to have an understanding of the five character types and apply it to characters in the novel.

Expected Skills to be demonstrated:

1. Students will write down the definitions to both resolution and exposition. They will apply them to the text by writing down three examples of exposition and two of resolution.
2. Students will define suspense and come up with a list of characteristics found in a suspense novel. They will apply 3-4 of those characteristics to the novel by using textual details.
3. The students will be able to make predictions and inferences during class discussion based on the readings completed the night before. They will do this via a class discussion or for a writing assignment.
4. The students will be able to write down the 5 types of characters found in literature in their notes. They will choose 2-3 and apply it to the text. They must use textual examples in their responses.

PA Standards/Anchors:

Eligible Content:

R8.B.1.1 R8.A.2.6 R8.A.2.3 R8.B.1.1	<ul style="list-style-type: none">• R8.A.1.3.1• R8.A.1.6.1• R8.B.1.1.1• R8.B.2.1.2
--	---

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Student Journals Graphic organizers Outlining Specific Reading	Lecture Research Note Taking Summarizing Evaluating	<ul style="list-style-type: none">• Students will complete seven 50 point quizzes based on nightly readings to test reading comprehension skills.• Students will complete a series of written assignments for the purpose of making inferences.• Students will complete mini-projects in small groups throughout the study of the novel.• Students will complete various in-class assignments like, written responses and other handouts.• Students will take a cumulative exam upon finishing the book.
--	---	--

Course Title: Reading 8
Time Allotment: 4 weeks

Topic/Concept: Slam! by Walter Dean Meyers
Unit Sequence: 5

Major Concepts to be learned:

1. Students will improve on reading comprehension by recalling facts from the reading.
2. Students will be able to summarize the main events of each chapter in the novel.
3. Students will be able to define and understand the meaning of vernacular and locate examples within the text.
4. Students will be able to discuss and write about the development of the main character(s). Students will be able to locate the various conflicts the main character faces within the novel.
5. Students will improve their vocabulary skills by defining words within the context of the novel. Students will be able to define and locate examples within the text of the following literary terms: paradox, personification, and allusion.

Expected Skills to be demonstrated:

1. The students will improve their reading comprehension skills via daily reading assignments and quizzes. They will be able to demonstrate their knowledge of important textual details.
2. The students will be able to summarize nightly readings as a whole via class discussions, group work and daily quizzes and assignments.
3. The students will be able to define the meaning of vernacular (words and phrases used in a particular area or region), find examples of the vernacular in this novel (it is set in Harlem), and give an explanation as to their meanings. The students will be able to define character development and apply it to the text.
4. They will compare and contrast characters in the novel to one another. They will offer an explanation as to how the main characters have changed from the beginning of the novel. The students will identify the conflicts the protagonist faces in his daily life (basketball, friends, family, school, etc.).
5. They will also be able to define rising and falling action and give examples of each using the novel.
6. The students will be able to define the following terms while reading the novel: paradox, personification and allusion. There are several examples of each of these literary terms in the novel. The students will write down the definition in their notebooks.

PA Standards/Anchors:

Eligible Content:

R8.A.1.1	R8.B.1.1	• R8.A.1.1.1	R8.A.1.5.1
R8.A.1.4	R8.B.2.1	• R8.A.1.3.1	R8.B.2.1.2
R8.A.1.5		• R8.A.1.4.1	R8.B.1.1.1

Instructional Strategies:

Assessments:

Coooperative groups	Lecture	• Students will take 7 quizzes to test their reading comprehension skills.
Group discussion	Student Journals	• Students will complete various handouts on the vernacular.
Written work	Note Taking	• Students will complete several mini-projects during the unit for a grade.
Summarizing	Outlining	• Students will complete charts, graphic organizers, and notetaking exercises.
Specific Reading		• Students will complete a cumulative test upon finishing the book.

Course Title: Reading 8

Topic/Concept: Ender's Game by Orson Scott Card

Time Allotment: 4 weeks

Unit Sequence: 6

Major Concepts to be learned:

- | |
|--|
| <ol style="list-style-type: none"> 1. Students will improve on reading comprehension by recalling facts from the reading. Students will be able to summarize the main events of each chapter in the novel. 2. Students will be able to define and apply to the text the term, "figurative language". Students will be able to discuss and write about the development of the main character(s). 3. Students will be able to make inferences and draw conclusions based on assigned readings of the text. Students will improve their vocabulary skills by defining words within the context of the novel. 4. Students will be able to define point of view, list the different types and apply it to the text. |
|--|

Expected Skills to be demonstrated:

- | |
|--|
| <ol style="list-style-type: none"> 1. The students will improve their reading comprehension skills via daily reading assignments and quizzes. They will be able to demonstrate their knowledge of important textual details. 2. The students will be able to summarize nightly readings as a whole via The students will be able to locate examples of figurative language within the text, explain its effectiveness and be able to come up with examples on their own. 3. The students will be able to define character development and apply it to the text. They will compare and contrast characters in the novel to one another. They will offer an explanation as to how the main characters have changed from the beginning of the text. The students will be able to make inferences and draw conclusions in class discussions following reading assignments. They will also complete written responses where they will make generalizations as to how the text will end using details from the text. The students will be able to define the vocabulary words pulled from each chapter without using a dictionary. They will understand how the words are used within the context of the novel. |
|--|

PA Standards/Anchors:

Eligible Content:

R8.A.1.1	R8.B.2.1	<ul style="list-style-type: none"> • R8.A.1.1.1 • R8.A.1.3.1 • R8.A.1.4.1 	R8.A.1.5.1
R8.A.1.3	R8.B.1.1		R8.B.2.1.2
R8.A.1.4			R8.B.1.1.1
R8.A.1.5			

Instructional Strategies:

Assessments:

<ul style="list-style-type: none"> Cooperative groups Group discussion Written work Student Journals Summarizing Oral presentation 	<ul style="list-style-type: none"> Lecture Charting Note Taking Evaluating 	<ul style="list-style-type: none"> • Students will complete weekly quizzes based on the readings to test for comprehension of the text. • Students will complete various written activities in class for a grade individually or in groups of 2-3 students. • Students will complete a mini-project towards the end of the novel as means of evaluating their understanding of the book on all levels. • Students will complete a cumulative exam on the novel when they have finished reading it.
--	--	--

Course Title: Reading 8
Time Allotment: 4 weeks

Topic/Concept: Invisible by Pete Hautman
Unit Sequence: 7

Major Concepts to be learned:

1. Students will improve on reading comprehension by recalling facts from the reading.
2. Students will be able to summarize the main events of each chapter in the novel.
3. Students will be able to compare and contrast the novel with the short story, "The Tell-Tale Heart" and the poem, "Outcast" as well as make a connection with the novel using lyrics from a song of their choice.
4. Students will be able to discuss and write about the development of the main character(s). Students will be able to define the term, "foreshadowing" and apply it to the text. Students will improve their vocabulary skills by defining words within the context of the novel.

Expected Skills to be demonstrated:

1. The students will improve their reading comprehension skills via daily reading assignments and quizzes. They will be able to demonstrate their knowledge of important textual details. The students will be able to summarize nightly readings as a whole via class discussions, group work and daily quizzes and assignments. The students will be able to improve their comparing/contrast skills between texts using a short story, poem and song. The students will be able to define character development and apply it to the text. They will compare and contrast characters in the novel to one another. They will offer an explanation as to how the main characters have changed from the beginning of the novel. The students will be able to define foreshadowing, theme, metaphor, simile and imagery and apply it to the text via practice handouts and the novel test.
2. The students will be able to define foreshadowing, theme, metaphor, simile and imagery and apply it to the text via practice handouts and the novel test.

PA Standards/Anchors:

Eligible Content:

R8.A.1.1 R8.A.1.4 R8.A.1.5 R8.B.1.2 R8.B.1.1 R8.B.2.1	<ul style="list-style-type: none"> • R8.A.1.1.1 • R8.A.1.4.1 • R8.A.1.5.1 • R8.B.1.1.1 • R8.B.1.2.1 • R8.B.2.1.2
--	--

Instructional Strategies:

Assessments:

Coooperative groups Group discussion Student Journals Role Play Graphic organizers Evaluating	Lecture Research Written work Oral presentation Charting	<ul style="list-style-type: none"> • Students will complete weekly quizzes on the readings to test reading comprehension skills. • Students will complete a group project where they choose a song and its lyrics and explain the correlation between it and the novel. • Students will complete a compare/contrast exercise using the novel and the short story, "The Tell-Tale Heart". • Students will complete 2 written responses in order to better understand the characters in the book. • Students will complete a cumulative exam on the novel when they are finished with it.
--	--	--

Course Title: Reading 8

Topic/Concept: Poetry Unit

Time Allotment: 4 weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Students will be able to define narrative poetry and list its characteristics. Students will read two examples of narrative poetry and apply narrative poetry's characteristics to each via a series of questions.
2. Students will be able to define imagery and apply it to poetry. They will read "The Black Snake" by Mary Oliver and locate effective examples of imagery.
3. Students will be able to define and understand symbolism as it applies to poetry and apply it to the poem, "Ozymandias". Students will be able to have a basic understanding of theme as it applies to poetry.
4. They will read the poem, "Freedom" by William Stafford and locate the dominant theme in the work. Students will be able to have an overall understanding of a poem's pattern or design. They will understand how, when read closely, a poem takes shape. By understanding a poem on its different levels, the student will be aware of how the "parts" of the p

Expected Skills to be demonstrated:

1. Students will be able to draw conclusions and come up with ideas based on the different elements used in each poem studied.
2. Students will be able to identify the poet's purpose in writing his/her poem based on their knowledge of theme, symbolism, imagery, etc.
3. Students will be able to identify the theme, or central message of a poem based on the development of the skill of understanding the poem as a whole.
4. Students will be able to identify the purpose of the text by supporting it with details from the text.

PA Standards/Anchors:

Eligible Content:

R8.A.1.3 R8.A.1.6 R8.B.1.1 R8.B.2.1	<ul style="list-style-type: none">• R8.A.1.3.1• R8.A.1.6.1• R8.B.1.1.1• R8.B.2.1.2
--	---

Instructional Strategies:

Assessments:

Cooperative groups Group discussion Written work Note Taking Evaluating	Lecture Student Journals Oral presentation Summarizing	<ul style="list-style-type: none">• Students will complete a series of questions following the reading of each poem.• Students will complete in-class assignments dealing with the various elements of poetry studied in class either in groups or individually.• Students will demonstrate their understanding of the elements of poetry by creating their own poems.• Students will take an exam on the elements of poetry studied in class.
---	---	---

Course Title: Reading 8

Topic/Concept: Freedom Crossing by Margaret Goff Clark

Time Allotment: 4 weeks

Unit Sequence: 9

Major Concepts to be learned:

1. Students will improve on their reading comprehension skills via daily reading assignments and quizzes (which will be given every other day). They will be able to adequately summarize and recall details from the text via class discussion.
2. Students will be able to define the vocabulary words pulled from each chapter without using a dictionary. They will identify how a word is used within the context of the novel. Students will improve their vocabulary skills by understanding what affixes are and how they can help you better understand the word's meaning.
3. Students will be able to apply character development to the text. They will be able to see the changes in the main character and understand how those changes made that character grow and mature.
4. Students will be able to define "historical fiction" as a literary genre and understand its characteristics. They will be able to apply those characteristics to the novel.

Expected Skills to be demonstrated:

1. Students will improve on reading comprehension by recalling facts from their reading.
2. Students will be able to improve vocabulary skills by defining words within the context of the story. Students will understand how the meaning of a word can change when an affix is added.
3. Students will be able to see the changes in a character from the beginning of a story to the end. Students will understand the genre of the text (historical fiction) and apply the characteristics of that genre to the novel.

PA Standards/Anchors:

Eligible Content:

R8.A.1.5 R8.A.1.1 R8.A.1.2 R8.A.1.6 R8.B.1.1	<ul style="list-style-type: none">• R8.A.1.5.1• R8.A.1.1.1• R8.A.1.2.1• R8.A.1.6.2• R8.B.1.1.1
--	--

Instructional Strategies:

Assessments:

Cooperative groups Group discussion Student Journals Note Taking Summarizing	Lecture Research Written work Charting Outlining	<ul style="list-style-type: none">• Students will take weekly quizzes based on their understanding of the reading assignment and notes written on the Underground Railroad.• Students will complete in-class vocabulary assignments in order to practice the skill of understanding a word via the context in which it's used.• Students will complete assignments on the usage of affixes.• Students will complete a final test on the novel after finishing the book, studying their notes and understanding the meaning of historical fiction.
--	--	--