

Wilson Area School District Planned Course Guide

Title of planned course: 8th Grade Reading

Grade level: 8th

Course Description: Reading- identifying through short stories, poetry, novels, and dramatic texts the various elements of figurative language, and vocabulary development through contextual references to implement application.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Sara Bray-Ulrich and Heather Fredericks

August:

Introduction to Eighth Grade/Reinforce Classroom Procedure
Assessment of Current Skills and Weaknesses

September:

Shirley Jackson: Charles and The Lottery
Begin Suspense Unit: Edgar Allen Poe, W.W. Jacobs, Roald Dahl

October:

Finish Suspense Unit: Edgar Allen Poe, W.W. Jacobs, Roald Dahl
Begin Flowers for Algernon by Daniel Keyes

November:

Finish Flowers for Algernon
Begin Non-Fiction: The Diary of Anne Frank: A Drama

December:

Continue The Diary of Anne Frank: A Drama

January:

Finish The Diary of Anne Frank: A Drama
Begin Novel Study: The Giver by Lois Lowry

February:

Finish The Giver by Lois Lowry

March:

PSSA Practice/Poetry Review

April:

Folklore Unit
Begin The Speckled Band by Sir Arthur Conan Doyle

May/June:

Finish The Speckled Band by Sir Arthur Conan Doyle
Nothing But the Truth by Avi if time allows

Textbook:

Elements of Literature: Second Course
Prentice Hall Literature: Common Core Edition C

Supplemental Texts:

The Giver by Lois Lowry
And Nothing But the Truth by Avi

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: Shirley Jackson: Charles and The Lottery

Time Frame: Two-Three Week Introduction

Common Core Standards Addressed:

- CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify and recall vocabulary integration into works
- Identify examples of three irony types (dramatic, verbal, and situational) and utilize knowledge in creative manner,
- Recognize and acknowledge bias of point of view and author's own biases in works

Core Activities: Students will engage in the following:

- Large class and small group discussions
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Characterization Mapping
- Create measurable, individual goals for improvement

Remediation

- Mentor texts
- Extended time
- Audio of story/ or reader as necessary

Extensions:

- Create a poster or visual outline the instances of irony present in the story
- Personal writing topic selection
- Vocabulary integration into daily warm-up work

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Supplemental Handout of the Lottery
- Teacher generated handouts and quiz materials
- Edpuzzles
- Student notebooks

Assessments:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Quiz
 - Tests on Units and author studies

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: Suspense Unit: The Tell Tale Heart by Edgar Allen Poe, The Landlady by Roald Dahl, The Monkey's Paw by W.W. Jacobs, (The Lottery leads into this unit as an extension)

Time Frame: Four-Five Weeks

Common Core Standards Addressed:

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.3; E08.A-V.4.1.2; E08.B-K.1.1.1; E08.B-K.1.1.2; E08.B-C.2.1.1; E08.B-C.2.1.3

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify/Recall elements of vocabulary necessary to understanding of tone and meaning
- Review the elements of irony as they carry from unit to unit
- Illustrate literary elements that support the tone and theme of each piece

Core Activities: Students will engage in the following:

- Large class and small group discussions
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Creative Writing component to demonstrate tone, meaning
- Create measurable, individual goals for improvement

Remediation:

- Mentor texts
- Extended time
- Audio of story/ or reader as necessary

Extension:

- Create an extended ending for student choice of story
- Personal writing topic selection
- Vocabulary integration into daily warm-up work

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Elements of Literature: Second Course
- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessment Strategies:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Quizzes/tests
 - Edpuzzles
 - Author Studies

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: Flowers for Algernon by Daniel Keyes (Short Story)

Time Frame: Three weeks

Common Core Standards Addressed:

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify/Recall elements of basic psychology and basic understanding of IQ and its impact on educational achievement
- Analyze Character traits and motive for individual person(s) actions and reactions
- Review literary elements of journaling and the evolution of written ability
- Compare and contrast dramatic events and its impact on internal and external characterization

Core Activities: Students will engage in the following:

- Large class and small group discussions
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Psychological testing
- Videos of psychological testing and the impact it has long term
- Create measurable, individual goals for improvement

Remediation:

- Modified or tiered assignment
- Extended time

Extension:

- Personal writing topic selection
- Psychological testing
- Videos of long term effects of psychological testing
- Vocabulary integration into daily warm-up work

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Supplemental texts and videos
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessments:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Tests and Quizzes
 - Edpuzzles

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: Nonfiction: The Diary of Anne Frank: Drama

Time Frame: Four-Five Weeks

Common Core Standards Addressed:

- CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;
- gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.B-V.4.1.1; E08.B-V.4.1.2; E08.B-C.3.1.1; E08.B-C.3.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify/Recall the historical time period and the impact it has on literature
- Identify/Recall author's voice and purpose in style of dramatic literature
- Differentiate between historical events and fiction events
- Identify events that support theme

Core Activities: Students will engage in the following:

- Large and small group discussion
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Compare and contrast facts vs. inferences
- Create measurable, individual goals for improvement
- Author Study and the impact his life had on his writing

Remediation:

- Mentor texts
- Extended time
- Audio of story/ or reader as necessary

Extension:

- Letter to Miep Gies or Otto Frank
- Butterfly Project
- Auschwitz Album
- Survivor Story Accounts
- Personal writing topic selection
- Vocabulary integration into daily warm-up work

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Supplemental texts and videos
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessment Strategies:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Quizzes/tests
 - Edpuzzles
 - Author/Historical Context Studies

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: The Giver by Lois Lowry (Novel)

Time Frame: Six to Eight Weeks

Common Core Standards Addressed:

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify daily vocabulary and incorporate this into daily writings and warm-ups
- Recognize elements of characterization, tone, meaning, theme, and ironies from previous units throughout the novel study
- Understand how static and dynamic characters impact the plot development and thematic progression of the novel
- Compare and contrast the dystopian community of the novel to additional materials read and or have private knowledge of
- Compare and contrast the futuristic elements of setting to personal experiences
- Tie multiple aspects of the novel to previously read materials and discuss the relevance of all materials in connection to the novel

Core Activities: Students will engage in the following:

- Daily reading and discussion both independently and in large group setting
- Identifying vocabulary and its usage in the novel, particularly “precision of language”
- Comparing and contrasting dystopia and utopian societal elements
- Relating modern society to a futuristic society and the elements within
- Daily discussion relating to past reading pieces as well
- Integration of literary devices used within text to create various moods in the story

Remediation:

- Modified or tiered assignment
- Extended time

Extension:

- Personal writing topic selection
- Constructive Timeline of events
- Utopia Society Creative project
- Movie Comparison and Contrast Project
- Vocabulary integration into daily warm-up work
- Additional Novels: The Gathering Blue, The Messenger, and Son

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Supplemental texts and videos
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessment Strategies:

- Formative:
 - teacher circulation and teacher conferencing
 - daily assessment of activities
- Summative:
 - Published personal narrative(s)
 - Oral presentation of self-created works
 - Quizzes and Tests

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: Folklore/Creation Myths

Time Frame: Three Weeks

Common Core Standards Addressed:

- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Anchor(s) or Adopted Anchor: E08.A-C.3.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-C.3.1.1

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify daily vocabulary and incorporate this into daily writings and warm-ups
- Recognize elements of characterization, tone, meaning, theme, and ironies from previous units in relationship to the various folklore and myths and the shaping of modern literature
- Understand how static and dynamic characters impact the plot development of creation myths to make connections to modern tales
- Demonstrate understanding of past interpretation of events to modern events (ability to cross over curriculum through discussion and previous knowledge)

Core Activities: Students will engage in the following:

- Daily reading and discussion both independently and in large group setting
- Identifying vocabulary and its usage in the various tales
- Comparing and contrasting pre-modern texts and interpretations of the world to modern context and knowledge of science
- Daily discussion relating to past reading pieces as well

Remediation:

- Modified or tiered assignment
- Extended time

Extension: Create Your Own Myth group project

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Elements of Literature: Second Course
- Supplemental texts and videos and slide decks
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessment Strategies:

- Formative:
 - Small and large group discussion
 - daily notebook work
- Summative:
 - Quizzes and Tests
 - Summary Writings of Folklore Studied

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: PSSA Practice/Poetry Review

Time Frame: Two to Three Weeks

Common Core Standards Addressed:

- CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor(s) or Adopted Anchor: E08.A-C.3.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Identify and explain the different components of argumentative writing
- Compose an original, well-structured argumentative essay
- Fully support thesis/claim and rebut counterclaim
- Delineate and evaluate opposing viewpoints
- Identify/examine implicit and explicit evidence for claim and counterclaim
- Careful select words/phrasing for concise and impactful argumentative writing

Core Activities: Students will engage in the following:

- Take notes on argumentative components
- Practice identifying argumentative components in sample texts
- Analyze different points of view on topic (text-to-text, video-to-text)
- Comprehension questions and key vocabulary from selected texts
- Evaluate positions on a topic (from select texts)
- Evaluate explicit and implicit text evidence
- Complete graphic organizer for text evidence
- Generate thesis/claim statements
- Use the writing process to complete essay
- Peer revision

Remediation:

- Small group work on specific areas of weakness
- chunking of reading passages and question packets
- shortened TDA response

Extension: Study Island

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- PSSA Practice supplemental materials/teacher created materials
- Slide decks
- Mentor Texts
- Sample Questions and State Sample Test Materials

Assessment Strategies:

- Formative:
 - Small and large group discussion
 - Mirroring text and question readings
 - Reviewing poetic elements and materials in relationship to PSSA samples
- Summative:
 - Multiple Choice Question packets
 - TDA Mentor texts and question packets

Title of planned course: 8th Grade Reading

Unit: Nothing But the Truth by: Avi (Novel)

Time Frame: Three-Four Weeks

Common Core Standards Addressed:

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Analyze Character traits and motive for individual person(s) actions and reactions
- Review literary elements of journaling and printed media
- Compare and contrast events and its impact on internal and external characterization
- Identify/Recall how static and dynamic character impact the plot and other characters

Core Activities: Students will engage in the following:

- Large and small group discussion
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Compare and contrast facts vs. fiction
- Journaling of character flaws and traits
- Create measurable, individual goals for improvement

Remediation:

- Mentor texts
- Extended time
- Audio of story/ or reader as necessary

Extension:

- Create an extended ending for student choice of story
- Personal writing topic selection
- Vocabulary integration into daily warm-up work
- Newspaper report with “true” information
- Letters from character about their life post story ending

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Supplemental texts and videos
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessments:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Quizzes/tests
 - Edpuzzles
 - Author/Historical Context Studies

Curriculum Scope & Sequence

Title of planned course: 8th Grade Reading

Unit: The Speckled Band by: Sir Arthur Conan Doyle

Time Frame: Two Weeks

Common Core Standards Addressed:

- CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor(s) or Adopted Anchor: E08.A-C.2.1.1; E08.A-C.2.1.2; E08.A-C.2.1.3; E08.A-V.4.1.1; E08.A-V.4.1.2

Essential Content and Objectives: By the end of the unit, students will be able to:

- Analyze Character traits and motive for individual person(s) actions and reactions
- Compare and contrast events and its impact on internal and external characterization
- Identify/Recall how static and dynamic character impact the plot and other characters
- Differentiate between appearances vs. reality
- Identify how tone is created through the influence of words and phrases

Core Activities: Students will engage in the following:

- Large and small group discussion
- Annotating while reading both in class and independently
- Vocabulary identification and quizzing on new language acquisition
- Compare and contrast appearance vs. reality
- Journaling of characters and their role as dynamic and static
- Create measurable, individual goals for improvement

Remediation:

- Mentor texts
- Extended time
- Audio of story/ or reader as necessary

Extension:

- Create an extended ending for student choice of story
- Personal writing topic selection
- Vocabulary integration into daily warm-up work
- Create a ad for newspaper requesting a detective for crime solving
- Edpuzzles concerning author and text itself

Instructional Methods:

- Whole Group instruction
- Small Group Instruction
- Quizzes and Tests
- Projects (both independent and small group)
- Oral Presentation
- PSSA practice TDA and multiple choice element practice
- Multimedia extensions

Materials and Resources:

- Prentice Hall Literature: Common Core Edition C
- Edpuzzles
- Supplemental texts and videos
- Teacher-generated worksheets
- Teacher-generated quizzes
- Teacher-generated tests
- Student notebooks

Assessments:

- Formative:
 - Daily Bellringers/Warm-ups
 - Review of student work (independent, peer, and teacher)
 - Teacher-student conferencing
- Summative:
 - Quizzes/tests
 - Edpuzzles
 - Author/Historical Context Studies