

Grade: 8

Course Title: Reading 8

**Topic/Concept: Memoir/
“The Diary of Anne Frank” play**

Time Allotment: 9 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Identify and define key characteristics of a memoir
- Understand how authors use dialogue, description, and reflection to convey personal experiences
- Use textual evidence to support analysis and interpretation

Expected Skills to be demonstrated:

- Analyze how dialogue and stage directions contribute to mood and characterization.
- Identify a tone and theme in a poem, and cite textual evidence as support.
- Make connections between themselves and Anne Frank through diary entries.
- Analyze a nonfiction passage by identifying the main idea and making inferences.

PA Standards/Anchors:

Eligible Content:

CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L, CC.1.3.8.A, CC.1.3.8.B, CC.1.3.8.C, CC.1.3.8.G, CC.1.4.8.G, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.K, CC.1.4.8.L

E08.A-K.1.1.2, E08.A-K.1.1.3, E08.A-C.2.1.3, E08.A-V.4.1.1

Instructional Strategies:

- Lecture & notetaking
- Guided study guide
- Written work
- Modeling

Assessments:

- Quizzes and tests
- IXL skill practice
- Butterfly Poem Assignment

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**Topic/Concept: Suspense/
*The Face on the Milk Carton***

Time Allotment: 9 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Understand the elements of suspense and how an author uses them to engage a reader
- Analyze how descriptive language enhances storytelling
- Examine characterization, both direct and indirect, and how it develops characters over time
- Develop comprehension over discussion and textual analysis

Expected Skills to be demonstrated:

- Locate descriptive writing within the text, state which sense is being used, and explain how the description makes the text more appealing.
- Identify direct/indirect characterization and cite examples from the text to strengthen answers.
- Define words from the text using context clues.
- Summarize and recall details from the text via class discussions.

PA Standards/Anchors:

Eligible Content:

CC.1.3.8.A-C, F-J

E08.A-K.1.1.1, E08.A-K.1.1.2, E08.A-C.2.1.3, E08.A-V.4.1.1, E08.B-K.1.1.1, E08.B-K.1.1.2

Instructional Strategies:

Assessments:

- Lecture & note-taking
- Modeling
- Written work
- Guided study guide

- Quizzes
- Characterization Chart

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Course Title: Reading 8

**Topic/Concept: Dystopian Fiction/
*The Hunger Games***

Time Allotment: 10 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Define characteristics of the dystopian genre
- Examine how mood and tone are established and developed through a literary text
- Interpret the use of symbols and their meanings within the text
- Analyze central themes and how they evolve throughout the novel

Expected Skills to be demonstrated:

- Identify dystopian elements and explain how they reflect real-world societal issues.
- Analyze how setting, character descriptions, and imagery impact mood and tone.
- Interpret symbols and explain their significance to the novel's themes.
- Compare fictional dystopian elements to historical nonfiction texts.
- Cite textual evidence to analyze how a theme develops over the course of the novel.
- Identify examples of figurative language in the text.

PA Standards/Anchors:

Eligible Content:

CC.1.3.8.A-C, F-J

EO8.A-K.1.1.1, EO8.A-K.1.1.2, EO8.A-K.1.1.3, EO8.A-C.2.1.3, EO8.A-V.4.1.1

Instructional Strategies:

Assessments:

- Note taking
- Guided study guide
- Class discussions
- Applied vocabulary review
- Scaffolded writing assignments

- Tests
- Analytical Paragraph

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Course Title: Reading 8

Topic/Concept: *Slam*/Young Adult Fiction

Time Allotment: 6 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Examine how identity, choices, and consequences shape a narrative
- Explore how authors create meaning through direct and indirect characterization
- Understand how language and word choices convey meaning and tone
- Explore how informational texts present and organize information

Expected Skills to be demonstrated:

- 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.
- Compare and contrast characters in the novel to one another, and explain how the main characters have changed from the beginning of the story.
- Create a poster that describes a real-life example of a Prima Donna using direct and indirect characterization.
- Identify key details of a basketball player's attributes using credible online resources, and compare and contrast multiple basketball players' attributes in a short written response.
- Identify different types of conflict within the novel, and create a soundtrack using songs that thematically connect to the types of conflict.

PA Standards/Anchors:

Eligible Content:

CC.1.3.8.A-C, F-J

EO8.A-K.1.1.1, EO8.A-K.1.1.2, EO8.A-K.1.1.3, EO8.A-C.2.1.3, EO8.A-V.4.1.1

Instructional Strategies:

Assessments:

- Notetaking
- Guided study guide
- Class discussions
- Applied vocabulary review
- Graphic organizer
- Modelling

- Test
- Prima Donna poster
- Slam Madness Bracket
- Soundtrack project

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**Topic/Concept: *Freedom Crossing/*
Historical Fiction**

Time Allotment: 4 weeks

Unit Sequence: 5

Major Concepts to be learned:

- Define "historical fiction" as a literary genre and understand its characteristics
- Define the vocabulary words pulled from each chapter using the context of the novel
- Apply character development to the text to see changes in the main character and understand how those changes made that character grow and mature
- Understand the purpose and effect of an affix

Expected Skills to be demonstrated:

- The student will be able to...
- Apply context clues to create a definition of vocabulary words, and identify how the meaning of a word is changed when an affix is added.
- Analyze the development of a character from the beginning of the novel to the end by citing textual evidence.
- Summarize key details and events from the text.
- Identify and analyze the intended purpose of a text.

PA Standards/Anchors:

Eligible Content:

CC.1.3.8.A-C, F-J

EO8.A-K.1.1.1, EO8.A-K.1.1.2, EO8.A-K.1.1.3, EO8.A-C.2.1.3, EO8.A-V.4.1.1

Instructional Strategies:

Assessments:

- Group discussion
- Student journals
- Note taking
- Lecture
- Research
- Written work
- Charting/outlining

- Weekly quizzes
- In-class vocabulary assignments
- Final Test on the novel

