

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Study Skills/Reading in the Content Area**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Reading Critically in all Content Areas
 1.5.8 Quality of writing
 1.6.8 Speaking and listening

PSSA Anchor: **See Appendix**

Appendix:

A – PA Academic Standards for Reading, Writing, Speaking and Listening

B – PSSA Anchor Checklist

C – PSSA Writing Rubrics

D – PSSA Reading Rubric

E – PSSA Glossary

Course Content	Student Performance	Resources	Assessments
A SQ3R B Before, during, and after strategies C Note-taking D Outlining E Skimming and scanning F Specialized vocabulary G Context clues H Purpose for reading I Application of content area materials J Test-taking skills K Time management skills L Graphic and charts M Glossary Terms: <ul style="list-style-type: none"> • Analysis • Author's purpose • Content specific words • Context clues • Differentiate • Evaluate • Expository text • Headings, graphics, and charts 	<ul style="list-style-type: none"> • Locate appropriate texts • Identify and use common organizational structures and graphic features to comprehend information • Understand specialized vocabulary in the content areas during reading • Use these words accurately in speaking and writing • Demonstrate after reading understanding and interpretation of text • Demonstrate fluency and comprehension in reading • Read and understand essential content of informational texts • Write with sharp, distinct focus • Write using well-developed content appropriate for the topic • Listen to others 	<ul style="list-style-type: none"> • <i>Read for Real Nonfiction Strategies</i> Level F (Copyright 2005) • <i>Crash Course for Study Skills</i> • <i>Be A Better Reader</i> Level C • Critical Reading Series: <i>Disaster, Heroes, Daredevils</i> • Supplemental materials provided by teacher 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Worksheets • Student/teacher generated essays • Teacher generated writing • Individual and/or group presentations. • Teacher generated rubrics

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Unit: **Study Skills/Reading in the Content Area**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Informational text• Multiple-meaning words• Nonfiction• Print media• Reading critically• Subject area• Self-monitor• Summarize	<ul style="list-style-type: none">• Contribute to discussions		

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Main Idea: Nonfiction**

State Curriculum Standard:

- 1.1.8 Learning to Read Independently**
- 1.2.8 Reading Critically in all Content Areas**
- 1.3.8 Reading, Analyzing, and Interpreting Literature**
- 1.5.8 Quality of Writing**
- 1.6.8 Speaking and Listening**

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Course Content	Student Performance	Resources	Assessments
A Summarizing B Paraphrasing C Stated/implicit main idea D Drawing conclusions E Supporting details: essential/nonessential F Author's purpose G Vocabulary in context H Sources: "Always to Remember: The Vision of Maya Ying Lin" I Glossary Terms <ul style="list-style-type: none"> • Analysis • Author's Purpose • Conclusion • Context Clues • Differentiate • Editorials • Expository Text • Fiction • Generalization • Implicit • Inference 	<ul style="list-style-type: none"> • Identify and use common organizational structures and graphic features to comprehend information • Identify basic facts and ideas in text using specific strategies • Demonstrate after reading understanding and interpretation of nonfiction text • Make, and support with evidence, assertions about texts • Demonstrate fluency and comprehension in reading • Read familiar materials aloud with accuracy • Self correct mistakes • Read a variety of genres and types of texts • Demonstrate comprehension 	<ul style="list-style-type: none"> • Prentice Hall Literature Grade 8, Red Edition (Copyright 2007) and additional supplemental materials • Reader's Notebook • Read for Real Nonfiction Strategies Level F (Copyright 2005) • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Critical Reading Series: Disaster, Heroes, Daredevils • Supplemental materials provided by teacher • Independent Reading: Student selection from intermediate school library, public library, classroom library, or personal library. Must be one every quarter 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall Tests and quizzes • Worksheets • Student / teacher generated essays • Teacher generated writing • Presentations • Oral/ Individual/ group presentation(s)

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Unit: **Main Idea: Nonfiction**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Informational Text Main Idea Nonfiction Paraphrase Reading Critically Self-Monitor Summarize 	<ul style="list-style-type: none"> Read and understand essential content of informational texts and documents in all academic areas Distinguish between essential and nonessential information across texts Draw inferences Evaluate content to determine the author's purpose Read and respond to nonfiction Write with a sharp distinct focus Identify topic and task. Write using well-developed content appropriate for the topic Write with controlled and/or subtle organization Listen to others 		

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Main Idea: Nonfiction**

State Curriculum Standard:

- 1.1.8 Learning to Read Independently**
- 1.2.10 Reading Critically in all Content Areas**
- 1.3.10 Reading, Analyzing, and Interpreting Literature**
- 1.5.8 Quality of Writing**
- 1.6.8 Speaking and Listening**

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Contribute to discussions.• Participate in small and large group discussions and presentations		

PLANNED COURSE –8TH GRADE READING BASIC

Unit: Text Organization

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Course Content	Student Performance	Resources	Assessments
A Cause and effect B Sequence/time order C Compare/contrast D Problem solution E Simple listing F Spatial order G Order of importance H Sources: "Lots in Space" I Glossary: <ul style="list-style-type: none"> • Analysis • Author's purpose • Cause and effect • Compare • Conclusion • Context clues • Contrast • Differentiate • Evaluate • Expository text • Fiction • Generalization • Graphic Organizers • Implicit • Inference 	<ul style="list-style-type: none"> • Identify and use common organizational structures and graphic features to comprehend information • Identify basic facts and ideas in text using specific strategies • Demonstrate after reading understanding and interpretation of both fiction and nonfiction text <ul style="list-style-type: none"> • Make and support with evidence, assertions about texts • Demonstrate fluency and comprehension in reading • Read a variety of genres and types of text • Read and understand essential content of informational texts in all academic areas • Evaluate text organization and content to determine author's purpose 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature</i> Grade 8, Red Edition (Copyright 2007) and supplemental materials • <i>Reader's Notebook</i> • <i>Read for Real Nonfiction Strategies</i> Level F (Copyright 2005) • <i>Be A Better Reader</i> level C • Prentice Hall provided audio, CD's, tapes, videos, unit resources • Critical Reading Series: <i>Disaster, Heroes, Daredevils</i> • Supplemental materials provided by teacher 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall Tests and quizzes • Worksheets • Student / teacher generated essays • Teacher generated writing • Presentations/projects • Oral/ Individual/group presentations/projects

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Text Organization**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Informational text • Main Idea • Narrative • Nonfiction • Problem solution • Reading critically • Self-monitor • Summarize • Text structure • Venn diagram 	<ul style="list-style-type: none"> • Write with a sharp, distinct focus • Write using well-developed content appropriate for the topic • Write with controlled and/or subtle organization • Listen to others • Listen to selections of literature (fiction and nonfiction) • 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 • Contribute to discussions. • Ask relevant, probing question • Respond with relevant information, ideas or 		

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	reasons in support of opinions expressed <ul style="list-style-type: none">• Clarify, illustrate or expand on a response when asked• Present support for opinions		

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Bias and Propaganda - Nonfiction**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Reading Critically in all Content Areas
 1.5.8 Quality of writing
 1.6.8 Speaking and Listening

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Course Content	Student Performance	Resources	Assessments
A Fact and opinion B Propaganda techniques C Drawing conclusions D Sources: “Sharing in the American Dream” E Glossary Terms: <ul style="list-style-type: none"> • Bias • Conclusion • Differentiate • Editorials • Evaluate • Exaggeration • Generalizations • Propaganda Techniques: <ul style="list-style-type: none"> • Name-calling • Bandwagon appeal • Red herring/fallacies of logic • Emotional appeal/loaded words • Testimonial • Repetition • Sweeping generalization/ 	<ul style="list-style-type: none"> • Identify basic facts and ideas in text • Demonstrate after reading understanding and interpretation of text • Analyze the positions, arguments, and evidence • Read and understand essential content of informational • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present • Differentiate fact from opinion • Write with a sharp distinct focus • Listen to others • Analyze information, ideas, and opinions to determine relevancy • Contribute to discussions 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature</i> Grade 8, Red edition (Copyright 2007) and additional supplemental materials • <i>Reader’s Notebook</i> • <i>Read for Real Nonfiction Strategies</i> Level F (Copyright 2005) • Prentice Hall provided audio, CD’s, tapes, videos, unit resources • Critical Reading Series: <i>Disaster, Heroes, Daredevils</i> • Supplemental materials provided by teacher • <i>Be A Better Reader C</i> 	<ul style="list-style-type: none"> • Text Exercises • Teacher made tests and quizzes • Prentice Hall Tests and quizzes • Worksheets • Student / teacher generated essays • Teacher generated writings • Presentations/projects • Oral/ Individual – group presentations/projects

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Unit: **Bias and Propaganda - Nonfiction**

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stereotyping <ul style="list-style-type: none"> • Circular argument • Appeal to numbers, facts, or statistics/ rational appeal • Reading critically • Validity 	<ul style="list-style-type: none"> • Respond with relevant information, ideas, or reasons in support of opinions • Use media for learning purposes • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point-of-view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media 		

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **Literature**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.3.8 Reading, Analyzing and Interpreting Literature
 1.5.8 Quality of writing
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Course Content	Student Performance	Resources	Assessments
A Short Story/Novel/Drama B Setting C Character D Plot outline E Theme F Vocabulary G Author's purpose H Literary devices I Sources: <ul style="list-style-type: none"> Short Story: "Thank You M'am" Novel: Choice per teacher from resource list J Poetry K Figurative language L Form M Sound devices N Source: Describe Somebody" O Glossary Terms: <ul style="list-style-type: none"> Alliteration Allusion Analysis Author's purpose 	<ul style="list-style-type: none"> Locate appropriate text (literature) Identify and use common organizational structures to comprehend information Identify basic facts and ideas in text using specific strategies Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings Demonstrate after reading understanding and interpretation of fiction Compare and contrast text using themes, settings, characters, and ideas Demonstrate fluency and comprehension in reading Read familiar materials aloud with accuracy Self-correct mistakes 	<ul style="list-style-type: none"> <i>Prentice Hall Literature</i> Grade 8 Red Edition (Copyright 2007) and additional supplemental materials <i>Reader's Notebook</i> Prentice Hall provided audio, CD's, tapes, videos, unit resources Novels: (one required; no more than two per year) <i>Snowbound, And Then There Were None, The Defenders</i> <i>Be a Better Reader</i> Level C Supplemental materials provided by teacher Independent Reading: Student selection from intermediate school library, public library, classroom library, or personal library. Must be one every quarter 	<ul style="list-style-type: none"> Text Exercises Teacher made tests and quizzes Prentice Hall Tests and quizzes Worksheets Student / teacher generated essays Response to PSSA and/or teacher generated constructed response task Presentations/project Oral/ Individual/group presentations/projects

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<ul style="list-style-type: none"> • Characterization • Climax • Conclusion • Conflict/problem • Context clues • Descriptive text • Dialogue • Evaluate • Exaggeration • Fiction • Figurative language • First person • Flashback • Foreshadowing • Fluency • Free verse • Genre • Hyperbole • Idiom • Imagery • Inference • Irony • Limited view 	<ul style="list-style-type: none"> • Use appropriate rhythm, flow, meter and pronunciation • Read a variety of genres and types of text • Read and understand works of literature • Analyze the use of literary elements • Analyze the effect of various literary devices • Sound techniques • Figurative language • Identify poetic forms • Analyze drama • Read and respond to literature • Write with a sharp distinct focus • Write using well-developed content appropriate for the topic • Write with controlled and/or subtle organization 		

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Unit: **Literature**

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<ul style="list-style-type: none"> • Limerick • Literary conflict • Literary devices • Literary elements • Metaphor • Meter • Mood • Narrative • Onomatopoeia • Main idea • Personification • Plot • Poetic purpose • Poetry • Point of view • Problem/solution • Reading critically • Resolution • Retell • Rhyme • Rhythm • Rising action • Sonnet 	<ul style="list-style-type: none"> • Listen to others • Ask probing questions • Listen to selections of literature <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 • Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant, probing questions • Respond with relevant information • Listen to the contributions of others • Clarify, illustrate, or expand on a response when asked 		

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Unit: **Literature**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Setting • Simile • Story maps • Summarize • Style • Symbolism • Theme • Third person • Tone • Voice 			

PLANNED COURSE –8TH GRADE READING BASIC

Unit: **PSSA Preparation**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
 1.2.8 Reading Critically in all Grade Levels
 1.3.8 Reading, Analyzing, and Interpreting Literature
 1.5.8 Quality of Writing
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Course Content	Student Performance	Resources	Assessments
<p>A Understand fiction appropriate to grade level</p> <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach <p>B Understand nonfiction appropriate to grade level</p> <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach <p>C Interpret, compare, describe, analyze and evaluate components within and between text</p> <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach <p>D Identify, interpret, describe, and analyze literary devices in fictional and literary nonfiction text</p> <ul style="list-style-type: none"> Better Test Scores PSSA Prep 	<ul style="list-style-type: none"> 1.1.8 Learning to read independently (all inclusive) 1.2.8 Reading critically in all content areas (all inclusive) 1.3.8 Reading, analyzing, and interpreting literature (all inclusive) Write using well-developed content, appropriate for the topic Gather determined validity and reliability of information, 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 Write with controlled organization Sustain a logical order within sentences and between 	<ul style="list-style-type: none"> <i>PSSA Prep</i> Grade 8, red edition (Copyright 2004) <i>PSSA Coach Assessment Anchors</i> (Grade 8, blue edition (Copyright 2005) <i>How to Get Better Test Scores</i> Grade 8, brown edition (Copyright 2006) Supplemental materials provided by teacher Independent Reading: Student selection from intermediate school library, public library, classroom library, or personal library. Must be one every quarter 	<ul style="list-style-type: none"> Text Exercises Teacher made tests and quizzes Worksheets Student / teacher generated essays Response to PSSA and/or teacher generated constructed response tasks

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> PSSA Coach <p>E Identify, interpret, describe, and analyze concepts and organization of nonfiction literary devices</p> <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach 	<p>paragraph using meaningful transition</p> <ul style="list-style-type: none"> Establish topic and purpose in the introduction Reiterate the topic and purpose in the conclusion Listen to others Ask probing questions Contribute to discussions Ask relevant, probing questions Respond with relevant information Listen to the contributions of others Clarify, illustrate, or expand on a response when asked 		