

PLANNED COURSE –8TH GRADE READING ADVANCED

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 – Grade 8**
- 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, 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 Graphics 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 	<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 and documents in all academic areas Write with a sharp, distinct focus Write using well-developed 	<ul style="list-style-type: none"> Be a Better Reader Level E and F Critical Reading series: Disasters, Heroes, Daredevils (Copyright 1999) Crash Course for Study Skills Supplemental materials provided by teacher 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Worksheets Student generated essays Teacher generated writing Teacher generated rubrics Individual or group presentations

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charts	content appropriate for the topic		
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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 • Self-monitor • Subject area • Summarize 	<ul style="list-style-type: none"> • Listen to others • Contribute to discussions 		

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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

PSSA Anchors: **See Appendix**

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Course Content	Student Performance	Resources	Assessments
A Summarizing B Paraphrasing C Stated/implied D Drawing conclusions E Supporting details: essential/nonessential F Author's purpose G Vocabulary in context H Source: <i>Always to Remember: The Vision of Maya Ting Lin</i> , plus two more selections I Glossary Terms: <ul style="list-style-type: none"> • Analysis • Author's Purpose • Conclusion • Context clues • Differentiate • Editorials • Expository text • Fiction 	<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 • Make and support with evidence assertions with text • Demonstrate fluency and comprehension in reading • Self-correct mistakes • Read a variety of genres and types of text • Demonstrate comprehension • Read and understand essential content of 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature – Grade 8 Red edition</i> (Copyright 2007) and supplemental materials • <i>Be a Better Reader</i> Levels E and F • Critical Reading series: <i>Disasters, Heroes, Daredevils</i> (Copyright 1999) • Prentice Hall provided audio, CD's, tapes, videos, unit resources. • Supplemental materials provided by teacher • Independent Reading: Student selection from intermediate library, public library, classroom library, and personal library. 	<ul style="list-style-type: none"> • Text exercises • Teacher made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Student generated essays • Teacher generated writing • Presentations/project(s) • Oral individual/group project/presentations

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<ul style="list-style-type: none"> • Generalization • Implicit 	informational texts and documents in all academic areas	Must be one every quarter.	
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Inference • Informational text • Main idea • Nonfiction • Paraphrase • Reading critically • Self-monitor • Summarize 	<ul style="list-style-type: none"> • Distinguish between essential and nonessential information across texts • Draw inferences • Evaluate content to determine the author's purpose • Read and understand works of literature • Read and respond to nonfiction and fiction • 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 • Contribute to discussions 		

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	<ul style="list-style-type: none"> Participate in large and small group discussions 		
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Unit: **Text Organization**

State Curriculum Standard: **1.1.8 Learning to read independently**
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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 Spatial order F Source: “Lots in Space”, plus two more selections G Glossary Terms: <ul style="list-style-type: none"> Analysis Author’s Purpose Cause and effect Compare Conclusion Context clues Contrast Differentiate Evaluate Expository text Fiction Generalization 	<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 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 	<ul style="list-style-type: none"> Prentice Hall Literature – Grade 8 Red edition (Copyright 2007) and supplemental materials Be a Better Reader Levels E and F Critical Reading series: Disasters, Heroes, Daredevils Prentice Hall provided audio, CD’s, tapes, videos, unit resources 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 generated essays Teacher generated writing Teacher generated rubrics Individual or group presentations

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<ul style="list-style-type: none"> • Graphic organizer • Implicit • Inference • Informational text 	<ul style="list-style-type: none"> • informational texts in all academic areas • Evaluate text organization and content to determine the author's purpose 		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • 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 • Analyze information, ideas and opinions • Contribute to discussions <ul style="list-style-type: none"> • Ask relevant, probing questions • Respond with relevant information, ideas reasons • Listen to and acknowledge the contributions of others 		

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	<ul style="list-style-type: none"> • Clarify, illustrate or expand on a response when asked • Paraphrase and summarize 		
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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 Source: from “Sharing in the American Dream”, plus two more selections E Glossary terms: <ul style="list-style-type: none"> • Bias • Conclusion • Differentiate • Editorials • Evaluate • Exaggeration • Generalization • Propaganda techniques and persuasive tactics <ul style="list-style-type: none"> • Name-calling 	<ul style="list-style-type: none"> • Identify basic facts and ideas in text • Demonstrate after reading understanding and interpretation of text • Analyze positions, arguments and evidence • Read and understand essential content of informational text • Differentiate fact from opinion • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present • Write with a sharp, distinct 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature – Grade 8 Red edition</i> (Copyright 2007) and supplemental materials • <i>Be a Better Reader</i> Levels E and F • Critical Reading series: <i>Disasters, Heroes, Daredevils</i> • Prentice Hall provided audio, CD’s, tapes, videos, unit resources • 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 generated essays • Teacher generated writing • Teacher generated rubrics • Individual or group presentations

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<ul style="list-style-type: none"> • Bandwagon • Red herring/ fallacies of logic • Emotional appeal/loaded words 	<ul style="list-style-type: none"> • focus • Listen to others • Analyze information, ideas and opinions to determine relevancy 		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Testimonial • Repetition • Sweeping generalization/ stereotyping • Circular argument • Appeal to numbers, facts or statistics/ rational appeal 	<ul style="list-style-type: none"> • Contribute to discussions • Respond with relevant information, ideas or reasons in support of opinions expressed • Present support for 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 		

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	media		
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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
1.6.8 Speaking and listening

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Course Content	Student Performance	Resources	Assessments
A Short stories/novels/drama B Character C Setting D Plot outline E Theme F Vocabulary G Author's purpose H Literary devices I Poetry J Figurative language K Form L Sound devices M Sources: <ul style="list-style-type: none"> • Short Story – “Describe Somebody”, plus two more poems • Novel: Choice per teacher 	<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 texts using themes, settings, 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature – Grade 8 Red edition</i> (Copyright 2007) and supplemental materials • Novels: (one required; no more than two per year) <i>Choice of Anne Frank: Diary of a Young Girl, Call of the Wild, Treasure Island</i> (One must be taught. No more than two per year) • <i>Be a Better Reader</i> Level E and F • Prentice Hall provided audio, CD's, tapes, videos, unit resources. • 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 generated essays • Response to PSSA and/or teacher generated constructed responses • Teacher generated rubrics • Individual or group presentations

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<ul style="list-style-type: none"> • Drama: The Diary of Anne Frank” 	<ul style="list-style-type: none"> • characters and ideas • Demonstrate fluency and comprehension in reading • Read familiar materials aloud with accuracy • Self-correct mistakes. 	<ul style="list-style-type: none"> • Independent Reading: Student selection from school library, personal library, and classroom library Must be one per quarter 	
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Unit: **Literature**

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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 • Fluency • Foreshadowing • Free verse • Genre 	<ul style="list-style-type: none"> • Use appropriate rhythm, flow, meter and pronunciation • Read a variety of genres and types of texts • 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 		

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<ul style="list-style-type: none"> • Hyperbole • Idiomatic language • Imagery • Inference • Irony • Limerick • Literary conflict 	<ul style="list-style-type: none"> • Write with a sharp, distinct focus • Write using well-developed content appropriate for topic • Write with controlled and/or subtle organization • Listen to others 		
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<ul style="list-style-type: none"> • Literary devices • Literary elements • Main idea • Metaphor • Meter • Mood • Narrative • Onomatopoeia • Personification • Plot • Poetic purpose • Poetry • Point of view • Problem/solution • Reading critically • Resolution • Retell 	<ul style="list-style-type: none"> • Ask probing questions • Listen to selections of literature • Analyze the selections • Contribute to discussions • Ask relevant, probing questions • Listen to and acknowledge the contributions of others • Clarify, illustrate or expand on a response when asked 		

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

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Unit: **PSSA Preparation**

State Curriculum Standard: **1.1.8 Learning to read independently**
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1.3.8 Reading, analyzing and interpreting literature
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Course Content	Student Performance	Resources	Assessments
A Understand fiction appropriate to grade level <ul style="list-style-type: none"> How to Get Better Test Scores PSSA Coach PSSA Prep B Understand nonfiction appropriate to grade level <ul style="list-style-type: none"> How to Get Better Test Scores PSSA Coach PSSA Prep C Interpret, compare, describe, analyze, and evaluate components within and between text	<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 with a sharp, distinct focus Write using well-developed content appropriate for topic Write with controlled and/or subtle organization Listen to others Ask probing questions Contribute to discussions 	<ul style="list-style-type: none"> <i>PSSA Coach</i> Grade 8 (Copyright 2005) <i>PSSA Prep</i> Grade 8 Reading Comprehension (Copyright 2004) <i>How to Get Better Test Scores</i> Grade 8 (Copyright 2006) Supplemental materials provided by teacher 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes PSSA rubric Worksheets Student generated essays Response to PSSA and/or teacher generated constructed response tasks

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<ul style="list-style-type: none"> • How to Get Better Test Scores • PSSA Coach • PSSA Prep <p>D Identify, interpret, describe, and analyze literary devices in fictional and literary nonfiction text.</p>	<ul style="list-style-type: none"> • Ask relevant, probing questions • Listen to and acknowledge the contributions of others • Clarify, illustrate or expand on a response when asked 		
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • How to Get Better Test Scores • PSSA Coach • PSSA Prep <p>E Identify, interpret, describe and analyze concepts and organization of nonfiction text</p> <ul style="list-style-type: none"> • How to Get Better Test Scores • PSSA Coach • PSSA Prep 			

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