

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

Unit: **Study Skills/Reading Critically in all Content Areas**

State Curriculum Standard:   **1.1.8 Learning to read independently**  
   **1.2.8 Learning to read in the content area**  
   **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, 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 L Graphics and charts M Glossary terms <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Authors purpose</li> <li>• Context clues</li> <li>• Content specific words</li> <li>• Differentiate</li> <li>• Evaluate</li> <li>• Expository text</li> <li>• Headings, graphics, and</li> </ul>	<ul style="list-style-type: none"> <li>• Locate appropriate texts</li> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing</li> <li>• Demonstrate after reading understanding and interpretation of text</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Read and understand essential content of informational text</li> <li>• Write with a sharp, distinct focus</li> <li>• Write using well-developed content appropriate for the topic</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read for Real Nonfiction Strategies</i> (Level F) Copyright 2005</li> <li>• Supplemental materials provided by teacher as needed</li> <li>• Critical Reading Series: <i>Disasters; Heroes; Daredevils</i>; Reading Sets</li> <li>• <i>Be a Better Reader</i> (Level D)</li> <li>• <i>Crash Course for Study Skills</i>; Lingui Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Worksheets</li> <li>• Student/teacher generated essays</li> <li>• Teacher generated writing</li> <li>• Individual and/or group presentations</li> <li>• Teacher generated rubric</li> </ul>

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charts	<ul style="list-style-type: none"> <li>• Listen to others</li> </ul>		
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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Multiple meaning words</li> <li>• Nonfiction</li> <li>• Print media</li> <li>• Reading critically</li> <li>• Self-monitor</li> <li>• Subject area</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to discussions</li> </ul>		

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# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

Unit: **Main Idea: Nonfiction**

State Curriculum Standard: **1.1.8 Learning to read independently**  
**1.2.8 Learning to read in all content areas**  
**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 Summarizing B Paraphrasing C Stated/implicit main idea D Drawing conclusions E Supporting details; essential vs. nonessential details F Authors purpose G Vocabulary in context H Sources: “Always to Remember, The Vision of Maya Ying Lin’, plus one more selection I Glossary Terms: <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Author’s Purpose</li> <li>• Conclusion</li> <li>• Context Clues</li> <li>• Differentiate</li> <li>• Editorials</li> <li>• Expository text</li> <li>• Fiction</li> <li>• Generalization</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use common organizational structures and graphics features to comprehend information</li> <li>• Identify basic facts and ideas in text using specific strategies</li> <li>• Demonstrate after reading understanding and interpretation of nonfiction text</li> <li>• Make, and support with evidence, assertions about texts</li> <li>• Demonstrate fluency and comprehension</li> <li>• Self correct mistakes</li> <li>• Read a variety of texts</li> <li>• Demonstrate comprehension</li> <li>• Read and understand essential content of informational text and documents in all academic areas</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Literature</i> Grade 8 Red edition (Copyright 2007) and supplemental Prentice Hall materials (Red Edition)</li> <li>• <i>Read for Real Nonfiction Strategies</i> Level F Copyright 2005</li> <li>• Prentice Hall provided audio, CD’s, tapes, videos, unit resources</li> <li>• Supplemental materials provided by teacher</li> <li>• Critical Reading Series: <i>Disasters; Heroes; Daredevils</i>; Reading Sets</li> <li>• <i>Be a Better Reader</i> Level D</li> <li>• Independent Reading: Student selection from school library, public library, personal library, and classroom library. Must be one every quarter</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/Teacher generated essays</li> <li>• Teacher generated writing</li> <li>• Presentation/project(s)</li> <li>• Oral individual/group project(s)/ presentation(s)</li> </ul>

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Implicit</li><li>• Inference</li><li>• Informational text</li><li>• Main idea</li><li>• Nonfiction</li><li>• Paraphrase</li><li>• Reading critically</li><li>• Self-monitor</li><li>• Summarize</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between essential and nonessential information across text</li><li>• Draw inferences</li><li>• Evaluate content to determine the author's purpose</li><li>• Read and respond to nonfiction</li><li>• Write with a sharp, distinct focus</li><li>• Write using well-developed content appropriate for the topic</li><li>• Write with controlled and/or subtle organization</li><li>• Listen to others</li><li>• Contribute to discussions</li><li>• Participate in small and large group discussions</li></ul>		

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

## Unit: Text Organization

State Curriculum Standard: 1.1.8 Learning to read independently  
1.2.8 Learning to read 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 Cause and Effect B Sequence/Time Order C Compare and Contrast D Problem/Solution E Spatial Order F Sources: “Lots in Space”, plus one more selection G Glossary Terms <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Author’s Purpose</li> <li>• Cause and Effect</li> <li>• Compare</li> <li>• Contrast</li> <li>• Conclusion</li> <li>• Context Clues</li> <li>• Differentiate</li> <li>• Evaluate</li> <li>• Expository Text</li> <li>• Fiction</li> <li>• Generalization</li> <li>• Graphic Organizer</li> <li>• Implicit</li> <li>• Inference</li> <li>• Informational Text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use common organizational structures and graphic features to comprehend information</li> <li>• Identify basic facts and ideas in text using specific strategies</li> <li>• Demonstrate after reading understanding and interpretation of both fiction and nonfiction text</li> <li>• Make, and support with evidence assertions about text</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Read a variety of genres and types and text</li> <li>• Read and understand essential content of informational text in all academic areas</li> </ul> <p>Evaluate text organization and content to determine the</p>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Literature</i> Grade 8 Red edition, (Copyright 2007) and supplemental Prentice Hall materials</li> <li>• <i>Read for Real Nonfiction Strategies</i> Level F (Copyright 2005)</li> <li>• Prentice Hall provided audio, CD’s, tapes, videos, unit resources</li> <li>• Supplemental materials provided by teacher as needed</li> <li>• Critical Reading Series: <i>Disasters; Heroes; Daredevils</i>; Reading Sets</li> <li>• <i>Be a Better Reader</i> Level D</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/Teacher generated essays</li> <li>• Teacher generated writing</li> <li>• Presentation/project(s)</li> <li>• Oral individual/group project(s)/ presentation(s)</li> </ul>

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Unit: **Text Organization**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Narrative</li> <li>• Nonfiction</li> <li>• Problem/Solution</li> <li>• Reading Critically</li> <li>• Self-Monitor</li> <li>• Summarize</li> <li>• Text Structure</li> <li>• Venn-Diagram</li> </ul>	author's purpose <ul style="list-style-type: none"> <li>• Write with a sharp, distinct focus</li> <li>• Write using well – developed content appropriate for the topic</li> <li>• Write with controlled and/or subtle organization</li> <li>• Listen to others</li> <li>• Analyze information, Ideas and opinions</li> <li>• Listen to selections of literature</li> <li>• Analyze the selections</li> <li>• Contribute to discussions</li> <li>• Ask relevant, probing questions</li> <li>• Respond with relevant information, ideas or reasons</li> <li>• Clarify, illustrate or expand on response when asked</li> <li>• Present support for opinions</li> <li>• Paraphrase or summarize when prompted</li> </ul>		

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

Unit: **Bias and Propaganda - Nonfiction**

State Curriculum Standard:   **1.1.8 Learning to read independently**  
   **1.2.8 Learning to read 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
<p>A Fact and opinion</p> <p>B Propaganda techniques</p> <p>C Drawing conclusions</p> <p>D Sources: “Sharing in the American Dream”, plus one more selection</p> <p>E Glossary Terms:</p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Conclusion</li> <li>• Differentiate</li> <li>• Editorials</li> <li>• Evaluate</li> <li>• Exaggerations</li> <li>• Generalization</li> <li>• Reading critically</li> <li>• Propaganda               <ul style="list-style-type: none"> <li>• Name calling</li> <li>• Bandwagon</li> <li>• Red herring/fallacies of logic</li> <li>• Emotional appeal/loaded words</li> <li>• Testimonial</li> <li>• Repetition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic facts and ideas in text</li> <li>• Demonstrate after reading understanding and interpretation of text</li> <li>• Analyze positions, arguments and evidence</li> <li>• Read and understand essential content of informational text</li> <li>• Distinguish between essential and nonessential information across text and going beyond text to a variety of media; identify bias and propaganda where present</li> <li>• Differentiate fact from opinion</li> <li>• Write with a sharp distinct focus</li> <li>• Listen to others.</li> <li>• Analyze information, ideas and opinions to determine relevancy</li> <li>• Contribute to discussions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Prentice Hall Literature</i> Grade 8 and supplemental Prentice Hall materials Red Edition (Copyright 2007)</li> <li>• <i>Read for Real Nonfiction Strategies</i> Level F (Copyright 2005)</li> <li>• Critical Reading Series: <i>Disasters; Heroes; Daredevils</i>; Reading Sets</li> <li>• <i>Be a Better Reader</i> Level D</li> <li>• Prentice Hall provided audio, CD’s, tapes, videos, unit resources</li> <li>• Supplemental materials provided by teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student/Teacher generated essays</li> <li>• Teacher generated writing</li> <li>• Presentation/project(s)</li> <li>• Oral individual/group project(s)/ presentation(s)</li> </ul>



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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Sweeping generalization</li><li>• Circular argument</li><li>• Appeal to number, facts, or statistics/rational appeals</li></ul>	<ul style="list-style-type: none"><li>• Respond with relevant Information, ideas or reasons in support of opinions expressed</li><li>• Present support for opinions</li><li>• Use media for learning purposes</li><li>• Describe how the media provides information that is sometimes accurate sometimes bias based on a point of view or by the opinion or beliefs of the presenter</li><li>• Analyze the role of advertising in the media</li></ul>		

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

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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<b>A Short Story/Novels/Drama</b> <ul style="list-style-type: none"> <li>Character</li> <li>Setting</li> <li>Plot outline</li> <li>Theme</li> <li>Vocabulary</li> <li>Author's purpose</li> <li>Literary devices</li> </ul>	<ul style="list-style-type: none"> <li>Locate appropriate texts literature</li> <li>Identify and use common organizational structures to comprehend information.</li> <li>Identify basic facts and ideas in text using specific strategies</li> </ul>	<ul style="list-style-type: none"> <li><i>Prentice Hall Literature</i> Grade 8 and supplemental Prentice Hall materials Red Edition (Copyright 2007)</li> <li>Novels: (One required; no more than two per year) <i>White Fang, When Zachary Beaver Came to Town, The Contender</i></li> </ul>	<ul style="list-style-type: none"> <li>Text Exercises</li> <li>Teacher made tests and quizzes</li> <li>Prentice Hall tests and quizzes</li> <li>Worksheets</li> <li>Student/Teacher generated essays</li> </ul>
<b>B Sources:</b> <ul style="list-style-type: none"> <li>Short Story: "Thank you M'am", plus one more selection</li> <li>Novel: choice per teacher</li> <li>from resource list</li> <li>Drama: "The Diary of Anne Frank"</li> </ul>	<ul style="list-style-type: none"> <li>Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings</li> <li>Demonstrate after reading understanding and interpretation of fiction</li> </ul>	<ul style="list-style-type: none"> <li>Prentice Hall provided audio, CD's, tapes, videos, unit resources</li> <li>Supplemental materials provided by teacher</li> <li><i>Be a Better Reader</i> Level D</li> </ul>	<ul style="list-style-type: none"> <li>Response to PSSA and/or teacher generated constructed response tasks</li> <li>Presentation/project(s)</li> <li>Oral individual/group project(s)/ presentation(s)</li> </ul>
<b>C Poetry</b>	<ul style="list-style-type: none"> <li>Compare and contrast texts using themes, settings, characters and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading: Student selection from school library, public library, personal library, and classroom library. Must be one every quarter</li> </ul>	
<b>D Figurative language</b>	<ul style="list-style-type: none"> <li>Demonstrate fluency and comprehension in reading</li> </ul>		
<b>E Form</b>	<ul style="list-style-type: none"> <li>Read familiar materials aloud with accuracy</li> </ul>		
<b>F Sound devices</b> <ul style="list-style-type: none"> <li>Source: "Describe Somebody", plus one more poem</li> </ul>	<ul style="list-style-type: none"> <li>Self-correct mistakes</li> </ul>		

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Course Content	Student Performance	Resources	Assessments
<b>G Glossary Terms:</b> <ul style="list-style-type: none"> <li>Alliteration</li> <li>Allusion</li> <li>Analysis</li> <li>Author's purpose</li> <li>Characterization</li> <li>Climax</li> <li>Conclusion</li> <li>Conflict/problem</li> <li>Context clues</li> <li>Descriptive text</li> <li>Dialogue</li> <li>Evaluate</li> <li>Exaggeration</li> <li>Fiction</li> <li>Figurative Language</li> <li>First person</li> <li>Flashback</li> <li>Fluency</li> <li>Foreshadowing</li> <li>Free verse</li> <li>Genre</li> <li>Hyperbole</li> <li>Idiom</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate rhythm, flow, meter, and pronunciation</li> <li>Read a variety if genres and types of texts</li> <li>Read and understand works of literature</li> <li>Analyze the use of literary elements</li> <li>Analyze the effect of various literary devices.</li> <li>Sound techniques</li> <li>Figurative language</li> <li>Identify poetic forms</li> <li>Analyze drama</li> <li>Read and respond to literature</li> <li>Write with a sharp distinct focus</li> <li>Writing using well-developed content appropriate for the topic</li> <li>Write with controlled and/or a subtle organization</li> </ul>		

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<ul style="list-style-type: none"> <li>Imagery</li> <li>Inference</li> <li>Irony</li> <li>Limerick</li> <li>Literary conflict</li> <li>Literary devices</li> <li>Literary elements</li> <li>Metaphor</li> <li>Meter</li> <li>Mood</li> <li>Main idea</li> <li>Narrative</li> <li>Onomatopoeia</li> <li>Personification</li> <li>Plot</li> <li>Poetic purpose</li> <li>Poetry</li> <li>Point of view</li> <li>Problem solution</li> <li>Reading critically</li> <li>Resolution</li> <li>Retell</li> <li>Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Ask probing questions.</li> <li>Listen to selections of literature</li> <li>Relate to previous knowledge</li> <li>Predict content/events</li> <li>Summarize events and identify the significant points</li> <li>Identify and define new words and concepts</li> <li>Analyze selections</li> <li>Contribute to discussions</li> <li>Ask relevant, probing questions</li> <li>Present support for opinions</li> <li>Paraphrase and summarize, when prompted</li> <li>Respond with relevant Information, ideas or reasons in support of opinions expressed</li> <li>Present support for opinions</li> </ul>		

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Unit: **Literature**

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

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

## Unit: PSSA Preparation

State Curriculum Standard:   **1.1.8 Learning to read independently**  
    **1.2.8 Learning to read in the content area**  
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- E – PSSA Glossary**

Course Content	Student Performance	Resources	Assessments
<p>A Understand fiction appropriate to grade level</p> <ul style="list-style-type: none"> <li>• How To Get Better Test Scores</li> <li>• PSSA Coach</li> <li>• PSSA Prep</li> </ul> <p>B Understand nonfiction appropriate to grade level</p> <ul style="list-style-type: none"> <li>• How To Get Better Test Scores</li> <li>• PSSA Coach</li> <li>• PSSA Prep</li> </ul> <p>C Interpret, compare, describe, analyze, and evaluate components within and between text</p> <ul style="list-style-type: none"> <li>• How To Get Better Test Scores</li> <li>• PSSA Coach</li> <li>• PSSA Prep</li> </ul> <p>D Identify, interpret, describe and analyze literary devices and fictional in literary</p>	<ul style="list-style-type: none"> <li>• 1.1.8 - Learning to read independently (all inclusive)</li> <li>• 1.2.8 – Reading critically in all content areas (all Inclusive)</li> <li>• 1.3.8 – Reading, analyzing, and interpreting literature (all Inclusive)</li> <li>• Write with a sharp distinct focus.</li> <li>• Writing using well-developed content appropriate for the topic.</li> <li>• Write with controlled and/or a subtle organization.</li> <li>• Listen to others.</li> <li>• <input type="checkbox"/> Ask probing questions.</li> <li>• Contribute to discussions</li> <li>• Ask relevant, probing questions.</li> <li>• Present support for opinions.</li> <li>• Paraphrase and summarize, when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> <i>PSSA Coach</i> Grade 8 (Copyright 2005)</li> <li>• <i>How to Get Better Test Scores</i> Grade 8 (Copyright 2006)</li> <li>• <i>PSSA Prep</i>; Grade 8 Reading Comprehension (Copyright 2004)</li> </ul>	<ul style="list-style-type: none"> <li>• Text Exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Worksheets</li> <li>• Student/Teacher generated essays</li> <li>• Response to PSSA and/or teacher generated constructed response tasks</li> <li>• PSSA Reading Rubric</li> </ul>

# PLANNED COURSE – 8<sup>TH</sup> GRADE READING PROFICIENT

Unit: **PSSA Preparation**

State Curriculum Standard:   **1.1.8 Learning to read independently**  
   **1.2.8 Learning to read in the content area**  
   **1.3.8 Reading, Analyzing and interpreting Literature**  
   **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
nonfictional text <ul style="list-style-type: none"> <li>• How To Get Better Test Scores</li> <li>• PSSA Coach</li> <li>• PSSA Prep</li> </ul> E Identify, interpret, describe, and analyze concepts and organization of nonfiction text <ul style="list-style-type: none"> <li>• How To Get Better Test Scores</li> <li>• PSSA Coach</li> <li>• PSSA Prep</li> </ul>	<ul style="list-style-type: none"> <li>• Respond with relevant</li> <li>• Information, ideas or</li> <li>• Reasons in support of</li> <li>• Opinions expressed.</li> <li>• Present support for opinions</li> </ul>		