

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

Unit: **Comprehension and Reading Skills – Fiction / Reporting Category A**

State Curriculum Standard: **R.1.1.7 Learning to Read Independently**  
**R.1.2.8 Reading Critically in All Areas**  
**R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List: **R 8 A.1 Understand fiction appropriate to grade level**  
**A.1.1 Identify and/or apply meaning of vocabulary.**  
**A.1.2 Identify and apply word recognition skills.**  
**A.1.3 Make inferences, draw conclusions, and make generalizations based on text.**  
**A.1.4 Identify and explain main ideas, and relevant details.**  
**A.1.5 Summarize a fictional text as a whole**  
**A.1.6 Identify, describe, and analyze genre of text.**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<b>A Vocabulary/Affixes/Synonyms/Antonyms</b> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 608-639</li> <li>Sourcebook Grade 8 pgs. 11-21</li> <li>The Countdown Coach Level G pgs. 13-19</li> <li>I'm Studying Reading/Book H pgs. 4-31</li> <li>Prentice Hall Literacy Skill Builder Grade 8 pg. 14</li> <li>Scholastic Project Achievement Reading Book C pgs. 66-131</li> </ul>	<ul style="list-style-type: none"> <li>Identify and/or apply meaning of multiple-meaning words in text</li> <li>Identify and/or apply a synonym or antonym of a word in text</li> <li>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix</li> <li>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within the text                             <ul style="list-style-type: none"> <li>Make inferences and/or draw conclusions from</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><i>Great Source Reader's Handbook</i></li> <li><i>Great Source Student Application Book Grade 8</i></li> <li><i>Great Source Sourcebook Grade 8</i></li> <li><i>The Countdown Coach Level G</i></li> <li><i>I'm Studying Reading/Book H</i></li> <li><i>Prentice Hall Literacy Skill Builder Grade 8</i></li> <li><i>Graphic Organizers for Reading &amp; Writing Book H (2004)</i></li> <li>Supplementary Resources as per teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Classroom discussions</li> <li>Written responses:                             <ul style="list-style-type: none"> <li>Reader response (PSSA format)</li> <li>Journals</li> <li>Essays</li> <li>Writing logs</li> </ul> </li> <li>Cooperative learning activities</li> <li>Oral presentations</li> <li>Teacher generated activities</li> <li>Shared Inquiry</li> <li>Role Playing</li> <li>PSSA Reading Rubric</li> <li>Text exercises</li> <li>Teacher made tests and quizzes                             <ul style="list-style-type: none"> <li>Prentice Hall tests and</li> </ul> </li> </ul>
<b>B Inferences/Conclusions/Generalizations</b> <ul style="list-style-type: none"> <li>Reader's Handbook pgs.</li> </ul>			

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Course Content	Student Performance	Resources	Assessments
40-41 <ul style="list-style-type: none"> <li>Student Application Book Grade 8 pgs. 10-11</li> <li>Sourcebook Grade 8 pgs. 103-130</li> <li>The Countdown Coach Level H 27-33</li> <li>I'm Studying Reading Book H Lesson 7 pgs 48-55</li> <li>Prentice Hall Literacy Skill Builder Grade 8 pgs, 23, 65</li> <li>Scholastic Project Achievement Reading Book C pgs. 26-49</li> </ul> <b>C Main Idea/Supporting Details</b> <ul style="list-style-type: none"> <li>Reader's Handbook pg. 50</li> </ul>	within the text <ul style="list-style-type: none"> <li>Cite evidence from text to support generalizations</li> <li>Identify and/or explain stated or implied main ideas and relevant supporting details from text</li> <li>Summarize the key details and events of a fictional text as a whole</li> <li>Identify and/or describe intended purpose of a text</li> <li>Describe and/or analyze examples of text that support its intended purpose</li> <li>PA State Standards driving Assessment Anchors Listed Above. (See Appendix B for detailed standards description)</li> </ul>		quizzes <ul style="list-style-type: none"> <li>Worksheets</li> <li>Student generated essays               <ul style="list-style-type: none"> <li>Response to literature</li> <li>Informative</li> <li>Persuasive</li> </ul> </li> <li>Response to PSSA prompts</li> </ul>

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<ul style="list-style-type: none"> <li>Student Application Book Grade 8 pgs. 15-16</li> <li>Sourcebook Grade 8 pgs 137-145</li> <li>The Countdown Coach Level G pgs. 41-47</li> <li>Prentice Hall Literacy Skill Builder Grade 8 pg. 20</li> <li>I'm Studying Reading Lesson 5 pgs. 32-39</li> <li>Scholastic Project Achievement Grade C pgs. 6-25</li> </ul> <p><b>D Summarizing</b></p> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 658-659</li> <li>Sourcebook Grade 8 pgs. 229-239</li> <li>Prentice Hall Literacy</li> </ul>	<ul style="list-style-type: none"> <li>1.1.8 A Learning to Read Independently                             <ul style="list-style-type: none"> <li>1.1.8 A</li> <li>1.1.8 B</li> <li>1.1.8 C</li> <li>1.1.8 D</li> <li>1.1.8 E</li> <li>1.1.8 F</li> <li>1.1.8 G</li> <li>1.1.8 H</li> </ul> </li> <li>1.2.8 Reading Critically in all Content Areas                             <ul style="list-style-type: none"> <li>1.2.8 A</li> <li>1.2.8 B</li> <li>1.2.8 C</li> </ul> </li> <li>1.3.8 Reading, Analyzing, and Interpreting Literature                             <ul style="list-style-type: none"> <li>1.3.8 A</li> <li>1.3.8 B</li> </ul> </li> </ul>		

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Skill Builder Grade 8 pg. 31 • Graphic Organizers for Reading & Writing Book H pgs. 12-17 E Identify/Describe/Analyze/Genre of text • Reader's Handbook pgs. 391-396 • I'm Studying Reading Book H pgs 64-79 • Prentice Hall Literacy Skill Builder Grade 8 pg. 69 • Reading Strategies for Literature Level 8 (as needed) F Glossary Terms (see Appendix E) • Affix	• 1.3.8 C • 1.3.8 D • 1.3.8 E • 1.3.8 F		

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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>• Alliteration</li><li>• Analysis</li><li>• Antonym</li><li>• Author's purpose</li><li>• Characterization</li><li>• Climax</li><li>• Compare</li><li>• Conclusion</li><li>• Conflict/problem</li><li>• Context clues</li><li>• Contrast</li><li>• Descriptive text</li><li>• Dialogue</li><li>• Epic</li><li>• Evaluate</li><li>• Expository text</li><li>• Fable</li><li>• Fiction</li><li>• Figurative language</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>• First person</li><li>• Flashback</li><li>• Fluency</li><li>• Focus</li><li>• Foreshadowing</li><li>• Genre</li><li>• Graphic organizer</li><li>• Homophone</li><li>• Hyperbole</li><li>• Idiomatic language</li><li>• Imagery</li><li>• Inference</li><li>• Irony</li><li>• Literary conflict</li><li>• Literary devices</li><li>• Literary elements</li><li>• Main idea</li><li>• Metaphor</li><li>• Mood</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>• Multiple meaning words</li><li>• Narrative</li><li>• Onomatopoeia</li><li>• Paraphrase</li><li>• Personification</li><li>• Plot</li><li>• Poetry</li><li>• Point of view</li><li>• Prefix</li><li>• Problem/solution</li><li>• Reading critically</li><li>• Reading rate</li><li>• Resolution</li><li>• Retell</li><li>• Rhyme</li><li>• Rhythm</li><li>• Rising action</li><li>• Root word</li><li>• Semantics</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>• Setting</li><li>• Simile</li><li>• Sonnet</li><li>• Story map</li><li>• Suffix</li><li>• Summarize</li><li>• Style</li><li>• Symbolism</li><li>• Synonym</li><li>• Theme</li><li>• Third person</li><li>• Tone</li><li>• Voice</li></ul>			



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

Unit: **Comprehension and Reading Skills – Nonfiction / Reporting Category A**

State Curriculum Standard: **R.1.1.7 Learning to Read Independently**  
**R.1.2.8 Reading Critically in All Areas**  
**R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List: **R 8 A.2 Understand Nonfiction appropriate to grade level**  
**A.2.1 Identify and/or apply meaning of vocabulary in nonfiction.**  
**A.2.2 Identify and apply word recognition skills.**  
**A.2.3 Make inferences, draw conclusions, and make generalizations based on text.**  
**A.2.4 Identify and explain main ideas, and relevant details.**  
**A.2.5 Summarize a nonfictional text as a whole**  
**A.2.6 Identify, describe, and analyze genre of text**

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Course Content	Student Performance	Resources	Assessments
<b>A Vocabulary / Affixes / Synonyms / Antonyms</b> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 608-639</li> <li>Student Application Book Grade 8 pgs. 220-220</li> <li>Sourcebook Grade 8 Pgs. 34-42</li> <li>The Countdown Coach Level G pgs.6-12</li> <li>I'm Studying Reading/Book H pgs. 4-31</li> <li>Prentice Hall Literacy Skill Builder Grade 8 pgs. 11-17</li> </ul>	<ul style="list-style-type: none"> <li>Identify and/or apply meaning of multiple-meaning words in text</li> <li>Identify and/or apply meaning of content-specific words used in text</li> <li>Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix</li> <li>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within the text</li> <li>Make inferences and/or</li> </ul>	<ul style="list-style-type: none"> <li><i>Great Source Reader's Handbook</i></li> <li><i>Great Source Student Application Book</i> Grade 8</li> <li><i>Great Source Sourcebook</i> Grade 8</li> <li><i>The Countdown Coach</i> Level G</li> <li><i>I'm Studying Reading/Book</i> H</li> <li><i>Prentice Hall Literacy Skill Builder</i> Grade 8</li> <li><i>Graphic Organizers for Reading &amp; Writing</i> Book H</li> <li><i>Scholastic Project Achievement</i> Reading Book C</li> <li>Supplementary Resources as per teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Classroom discussions</li> <li>Written responses: <ul style="list-style-type: none"> <li>Reader response (PSSA format)</li> <li>Journals</li> <li>Essays</li> <li>Writing logs</li> </ul> </li> <li>Cooperative learning activities</li> <li>Oral presentations</li> <li>Teacher generated activities</li> <li>Shared Inquiry</li> <li>Role Playing</li> <li>PSSA Reading Rubric</li> <li>Text exercises</li> <li>Teacher made tests and quizzes</li> <li>Prentice Hall tests and</li> </ul>
<b>B Inferences / Conclusions / Generalizations</b> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 40-41</li> </ul>			

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State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 A.2 Understand Nonfiction appropriate to grade level**  
                                   **A.2.1 Identify and/or apply meaning of vocabulary in nonfiction.**  
                                   **A.2.2 Identify and apply word recognition skills.**  
                                   **A.2.3 Make inferences, draw conclusions, and make generalizations based on text.**  
                                   **A.2.4 Identify and explain main ideas, and relevant details.**  
                                   **A.2.5 Summarize a nonfictional text as a whole**  
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<ul style="list-style-type: none"> <li>Sourcebook Grade 8 pgs. 211-219</li> <li>The Countdown Coach Level F pgs. 20-26</li> <li>I'm Studying Reading Book G Lesson 7 pgs 48-56</li> <li>Prentice Hall Literacy Skill Builder Grade 7 pg. 24</li> </ul> <p><b>C Main Idea/Supporting Details</b></p> <ul style="list-style-type: none"> <li>Reader's Handbook pg. 50</li> <li>Student Application Book Grade 7 pgs. 97-106</li> <li>Sourcebook Grade 8 pgs. 43-50</li> <li>The Countdown Coach Level F pgs. 34-40</li> </ul>	<ul style="list-style-type: none"> <li>draw conclusions from within the text</li> <li>Cite evidence from text to support generalizations</li> <li>Identify and/or explain stated or implied main ideas and relevant supporting details from text</li> <li>Summarize the major points, processes, and events of a nonfictional text as a whole</li> <li>Identify and/or describe intended purpose of a text</li> <li>Identify and/or analyze examples of text that support its intended purpose</li> <li>PA State Standards driving Assessment Anchors Listed Above (See Appendix B for detailed standards)</li> </ul>		<ul style="list-style-type: none"> <li>quizzes</li> <li>Worksheets</li> <li>Student generated essays               <ul style="list-style-type: none"> <li>Response to literature</li> <li>Informative</li> <li>Persuasive</li> </ul> </li> <li>Response to PSSA prompts</li> </ul>

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<ul style="list-style-type: none"> <li>Prentice Hall Literacy Skill Builder Grade 8 pgs. 38-39</li> <li>I'm Studying Reading Lesson 5 pgs. 32-39</li> </ul> <p><b>D Summarizing</b></p> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 658-659</li> <li>Student Application Book Grade 8 pgs. 88-96</li> <li>Sourcebook Grade 8 pgs. 146-155</li> <li>Prentice Hall Literacy Skill Builder Grade 7 pg. 31</li> </ul> <p><b>E Identify/Describe/Analyze/Genre of text</b></p> <ul style="list-style-type: none"> <li>Reader's Handbook pgs. 391-396</li> <li>I'm Studying Reading</li> </ul>	<p>description)</p> <ul style="list-style-type: none"> <li>1.1.8 A Learning to Read Independently               <ul style="list-style-type: none"> <li>1.1.8 A</li> <li>1.1.8 B</li> <li>1.1.8 C</li> <li>1.1.8 D</li> <li>1.1.8 E</li> <li>1.1.8 F</li> <li>1.1.8 G</li> <li>1.1.8 H</li> </ul> </li> <li>1.2.8 Reading Critically in all Content Areas               <ul style="list-style-type: none"> <li>1.2.8 A</li> <li>1.2.8 B</li> <li>1.2.8 C</li> </ul> </li> <li>1.3.8 Reading, Analyzing, and Interpreting Literature               <ul style="list-style-type: none"> <li>1.3.8 A</li> </ul> </li> </ul>		

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                                   **A.2.5 Summarize a nonfictional text as a whole**  
                                   **A.2.6 Identify, describe, and analyze genre of text**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
Book H pgs 61-63 • Prentice Hall Literacy Skill Builder Grade 8 pg. 54 F Glossary Terms (see Appendix E) • Analysis • Author's purpose • Autobiography • Bias • Biography • Cause/effect • Compare • Conflict/problem • Content specific words • Context clues • Contrast • Descriptive text • Differentiate • Dialogue	• 1.3.8 B • 1.3.8 C • 1.3.8 D • 1.3.8 E • 1.3.8 F		

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

Unit: **Comprehension and Reading Skills – Nonfiction / Reporting Category A**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 A.2 Understand Nonfiction appropriate to grade level**  
                                   **A.2.1 Identify and/or apply meaning of vocabulary in nonfiction.**  
                                   **A.2.2 Identify and apply word recognition skills.**  
                                   **A.2.3 Make inferences, draw conclusions, and make generalizations based on text.**  
                                   **A.2.4 Identify and explain main ideas, and relevant details.**  
                                   **A.2.5 Summarize a nonfictional text as a whole**  
                                   **A.2.6 Identify, describe, and analyze genre of text**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Editorials</li> <li>• Evaluate</li> <li>• Explicit</li> <li>• Expository text</li> <li>• Fluency</li> <li>• Focus</li> <li>• Generalization</li> <li>• Genre</li> <li>• Graphic organizer</li> <li>• Headings, graphics, charts</li> <li>• Implicit</li> <li>• Inference</li> <li>• Informational text</li> <li>• Literary nonfiction</li> <li>• Main idea</li> <li>• Multiple meaning words</li> <li>• Nonfiction</li> <li>• Onomatopoeia</li> </ul>			

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

Unit: **Comprehension and Reading Skills – Nonfiction / Reporting Category A**

State Curriculum Standard:    **R.1.1.7 Learning to Read Independently**  
  **R.1.2.8 Reading Critically in All Areas**  
  **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:    **R 8 A.2 Understand Nonfiction appropriate to grade level**  
                                  **A.2.1 Identify and/or apply meaning of vocabulary in nonfiction.**  
                                  **A.2.2 Identify and apply word recognition skills.**  
                                  **A.2.3 Make inferences, draw conclusions, and make generalizations based on text.**  
                                  **A.2.4 Identify and explain main ideas, and relevant details.**  
                                  **A.2.5 Summarize a nonfictional text as a whole**  
                                  **A.2.6 Identify, describe, and analyze genre of text**

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- E. PSSA Assessment Anchor Glossary**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"><li>• Paraphrase</li><li>• Print media</li><li>• Problem/solution</li><li>• Propaganda techniques and persuasive tactics</li><li>• Reading critically</li><li>• Reading rate</li><li>• Retell</li><li>• Source</li><li>• Subject area</li><li>• Summarize</li><li>• Symbolism</li><li>• Text structure</li><li>• Validity</li><li>• Venn diagram</li></ul>			

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:       **R 8 B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
                                      **B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
                                      **B.1.2 Make connections between text.**

Appendix:

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Course Content	Student Performance	Resources	Assessments
<p>A Reader's Handbook pgs. 340-405</p> <p>B Student Application book Grade 8 pgs. 128-151</p> <p>C Sourcebook Grade 8 pgs. 61-68</p> <p>D The Countdown Coach Level G pgs. 13-19</p> <p>E I'm Studying Reading/Book H pgs. 64-79</p> <p>F Prentice Hall Literacy Skill Builder Grade 8 pg 54, 55, 60 63, 70.</p> <p>G Graphic Organizers for Reading &amp; Writing Book G pgs. 2-9</p> <p>H Glossary Terms (see Appendix E)</p> <ul style="list-style-type: none"> <li>• Affix</li> <li>• Alliteration</li> <li>• Analysis</li> <li>• Antonym</li> <li>• Author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within and between fiction and literary nonfiction               <ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• Plot (action)</li> <li>• Theme</li> </ul> </li> <li>• Interpret, compare, describe, analyze, and evaluate components within and between texts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Great Source Reader's Handbook</i></li> <li>• <i>Great Source Student Application Book</i> Grade 8</li> <li>• <i>Great Source Sourcebook</i> Grade 8</li> <li>• <i>The Countdown Coach</i> Level G</li> <li>• <i>I'm Studying Reading/Book</i> H</li> <li>• <i>Prentice Hall Literacy Skill Builder</i> Grade 8</li> <li>• <i>Graphic Organizers for Reading &amp; Writing</i> Book H</li> <li>• Supplementary Resources as per teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Classroom discussions</li> <li>• Written responses:               <ul style="list-style-type: none"> <li>• Reader response (PSSA format)</li> <li>• Journals</li> <li>• Essays</li> <li>• Writing logs</li> </ul> </li> <li>• Cooperative learning activities</li> <li>• Oral presentations</li> <li>• Teacher generated activities</li> <li>• Shared Inquiry</li> <li>• Role Playing</li> <li>• PSSA Reading Rubric</li> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student generated essays               <ul style="list-style-type: none"> <li>• Response to literature</li> </ul> </li> </ul>

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:       **R 8 B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
                                      **B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
                                      **B.1.2 Make connections between text.**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Climax</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/problem</li> <li>• Context clues</li> <li>• Contrast</li> <li>• Descriptive text</li> <li>• Dialogue</li> <li>• Epic</li> <li>• Evaluate</li> <li>• Expository text</li> <li>• Fable</li> <li>• Fiction</li> <li>• Figurative language</li> <li>• First person</li> <li>• Flashback</li> <li>• Fluency</li> <li>• Focus</li> <li>• Foreshadowing</li> <li>• Genre</li> <li>• Graphic organizer</li> </ul>			<ul style="list-style-type: none"> <li>• Informative</li> <li>• Persuasive</li> <li>• Response to PSSA prompts</li> </ul>



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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:    **R.1.1.7 Learning to Read Independently**  
  **R.1.2.8 Reading Critically in All Areas**  
  **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:        **R 8 B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
                                      **B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
                                      **B.1.2 Make connections between text.**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Homophone</li><li>• Hyperbole</li><li>• Idiomatic language</li><li>• Imagery</li><li>• Inference</li><li>• Irony</li><li>• Literary conflict</li><li>• Literary devices</li><li>• Literary elements</li><li>• Main idea</li><li>• Metaphor</li><li>• Mood</li><li>• Multiple meaning words</li><li>• Narrative</li><li>• Onomatopoeia</li><li>• Paraphrase</li><li>• Personification</li><li>• Plot</li><li>• Poetry</li><li>• Point of view</li><li>• Prefix</li><li>• Problem/solution</li></ul>			

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 B.1 Interpret, compare, describe, analyze, and evaluate components within and between text.**  
                                   **B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.**  
                                   **B.1.2 Make connections between text.**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Reading critically</li> <li>• Reading rate</li> <li>• Resolution</li> <li>• Retell</li> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Rising action</li> <li>• Root word</li> <li>• Semantics</li> <li>• Setting</li> <li>• Simile</li> <li>• Sonnet</li> <li>• Story map</li> <li>• Suffix</li> <li>• Summarize</li> <li>• Style</li> <li>• Symbolism</li> <li>• Synonym</li> <li>• Theme</li> <li>• Third person</li> <li>• Tone</li> <li>• Voice</li> </ul>			

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:       **R 8 B.2 Identify and interpret literary devices in fictional and literary nonfictional text.**  
                                      **B.2.1 Interpret, describe, analyze, and figurative language in fictional and literary nonfiction.**  
                                      **B.2.2 Identify, interpret, and describe point of view of the narrator.**

Appendix:

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Course Content	Student Performance	Resources	Assessments
<p>A Reader's Handbook pgs. 426,427,447,434,458,459,464</p> <p>B Sourcebook Grade 8 pgs. 173-182</p> <p>C The Countdown Coach Level G pgs. 20-26</p> <p>D Prentice Hall Literacy Skill Builder Grade 8 pg. 64</p> <p>E Graphic Organizers for Reading &amp; Writing Book H pgs. 8-11</p> <p>F Glossary Terms (see Appendix E)</p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Analysis</li> <li>• Antonym</li> <li>• Author's purpose</li> <li>• Characterization</li> <li>• Climax</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/problem</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, interpret, describe, and/or analyze examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text</li> <li>• Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text</li> <li>• Identify, describe the point of view of the narrator as first person or third person point of view</li> <li>• Interpret and describe the effectiveness of the point of view used by the author</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Great Source Reader's Handbook</i></li> <li>• <i>Great Source Student Application Book Grade 8</i></li> <li>• <i>Great Source Sourcebook Grade 8</i></li> <li>• <i>The Countdown Coach Level H</i></li> <li>• <i>Prentice Hall Literacy Skill Builder Grade 8</i></li> <li>• <i>Graphic Organizers for Reading &amp; Writing Book H</i></li> <li>• Supplementary Resources as per teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Classroom discussions</li> <li>• Written responses:               <ul style="list-style-type: none"> <li>• Reader response (PSSA format)</li> <li>• Journals</li> <li>• Essays</li> <li>• Writing logs</li> </ul> </li> <li>• Cooperative learning activities</li> <li>• Oral presentations</li> <li>• Teacher generated activities</li> <li>• Shared Inquiry</li> <li>• Role Playing</li> <li>• PSSA Reading Rubric</li> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student generated essays               <ul style="list-style-type: none"> <li>• Response to literature</li> </ul> </li> </ul>

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 B.2 Identify and interpret literary devices in fictional and literary nonfictional text.**  
                                   **B.2.1 Interpret, describe, analyze, and figurative language in fictional and literary nonfiction.**  
                                   **B.2.2 Identify, interpret, and describe point of view of the narrator.**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Contrast</li> <li>• Descriptive text</li> <li>• Dialogue</li> <li>• Epic</li> <li>• Evaluate</li> <li>• Expository text</li> <li>• Fable</li> <li>• Fiction</li> <li>• Figurative language</li> <li>• First person</li> <li>• Flashback</li> <li>• Fluency</li> <li>• Focus</li> <li>• Foreshadowing</li> <li>• Free verse</li> <li>• Genre</li> <li>• Graphic organizer</li> <li>• Homophone</li> <li>• Hyperbole</li> <li>• Idiomatic language</li> <li>• Imagery</li> </ul>			<ul style="list-style-type: none"> <li>• Informative</li> <li>• Persuasive</li> <li>• Response to PSSA prompts</li> </ul>

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:    **R.1.1.7 Learning to Read Independently**  
  **R.1.2.8 Reading Critically in All Areas**  
  **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:        **R 8 B.2 Identify and interpret literary devices in fictional and literary nonfictional text.**  
                                      **B.2.1 Interpret, describe, analyze, and figurative language in fictional and literary nonfiction.**  
                                      **B.2.2 Identify, interpret, and describe point of view of the narrator.**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Implicit</li><li>• Inference</li><li>• Irony</li><li>• Literary conflict</li><li>• Literary devices</li><li>• Literary elements</li><li>• Main idea</li><li>• Metaphor</li><li>• Mood</li><li>• Multiple meaning words</li><li>• Narrative</li><li>• Onomatopoeia</li><li>• Paraphrase</li><li>• Personification</li><li>• Plot</li><li>• Poetry</li><li>• Point of view</li><li>• Problem/solution</li><li>• Reading critically</li><li>• Reading rate</li><li>• Resolution</li><li>• Retell</li></ul>			

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:   **R.1.1.7 Learning to Read Independently**  
  **R.1.2.8 Reading Critically in All Areas**  
  **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:       **R 8 B.2 Identify and interpret literary devices in fictional and literary nonfictional text.**  
                                     **B.2.1 Interpret, describe, analyze, and figurative language in fictional and literary nonfiction.**  
                                     **B.2.2 Identify, interpret, and describe point of view of the narrator.**

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

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 B.3 Identify, interpret, describe, and analyze concepts and organization of nonfiction text.**  
                                   **B.3.1 Interpret, describe, analyze, the characteristics and uses of facts and opinions in nonfictional texts.**  
                                   **B.3.2 Distinguish between essential and nonessential information within or between texts.**  
                                   **B.3.3 Identify, interpret, and analyze how text organization clarifies meaning of nonfictional text.**

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Course Content	Student Performance	Resources	Assessments
A Reader's Handbook pgs. 537-561 B Student Application book Grade 8 pgs. 107-109 & 193-200 C Sourcebook Grade 8 pgs. 43-50 D The Countdown Coach Level G pgs. 13-19 E Prentice Hall Literacy Skill Builder Grade 8 pgs. 45-66 F Graphic Organizers for Reading & Writing Book H pgs. 12-25 G Scholastic Project Achievement Reading Book C pgs. 132-159 H Glossary Terms (see Appendix E) <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> <li>• Alliteration</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text</li> <li>• Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfictional text</li> <li>• Identify, interpret, and/or analyze text organization, including: sequence, question/answer, comparison/contrast, cause/effect or problems/solutions</li> <li>• Identify content that would fit in a specific section of text</li> <li>• Interpret graphics and charts and or make connections between texts and the content of graphics and charts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Great Source Reader's Handbook</i></li> <li>• <i>Great Source Student Application Book Grade 8</i></li> <li>• <i>Great Source Sourcebook Grade 8</i></li> <li>• <i>The Countdown Coach Level G</i></li> <li>• <i>Prentice Hall Literacy Skill Builder Grade 8</i></li> <li>• <i>Graphic Organizers for Reading/Writing Book H</i></li> <li>• <i>Scholastic Project Achievement Reading Book C</i></li> <li>• Supplementary Resources as per teacher discretion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Classroom discussions</li> <li>• Written responses:               <ul style="list-style-type: none"> <li>• Reader response (PSSA format)</li> <li>• Journals</li> <li>• Essays</li> <li>• Writing logs</li> </ul> </li> <li>• Cooperative learning activities</li> <li>• Oral presentations</li> <li>• Teacher generated activities</li> <li>• Shared Inquiry</li> <li>• Role Playing</li> <li>• PSSA Reading Rubric</li> <li>• Text exercises</li> <li>• Teacher made tests and quizzes</li> <li>• Prentice Hall tests and quizzes</li> <li>• Worksheets</li> <li>• Student generated essays</li> </ul>

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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
  **R.1.2.8 Reading Critically in All Areas**  
  **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 B.3 Identify, interpret, describe, and analyze concepts and organization of nonfiction text.**  
                                  **B.3.1 Interpret, describe, analyze, the characteristics and uses of facts and opinions in nonfictional texts.**  
                                  **B.3.2 Distinguish between essential and nonessential information within or between texts.**  
                                  **B.3.3 Identify, interpret, and analyze how text organization clarifies meaning of nonfictional text.**

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- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Antonym</li><li>• Author's purpose</li><li>• Characterization</li><li>• Climax</li><li>• Compare</li><li>• Conclusion</li><li>• Conflict/problem</li><li>• Content Specific Words</li><li>• Context clues</li><li>• Contrast</li><li>• Descriptive text</li><li>• Dialogue</li><li>• Editorials</li><li>• Evaluate</li><li>• Expository text</li><li>• Fable</li><li>• Fiction</li><li>• Figurative language</li><li>• First person</li><li>• Fluency</li><li>• Focus</li><li>• Generalization</li></ul>			<ul style="list-style-type: none"><li>• Response to literature</li><li>• Informative</li><li>• Persuasive</li><li>• Response to PSSA prompts</li></ul>



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

Unit: **Interpretation and Analysis of Fictional and Nonfictional Text / Reporting Category B**

State Curriculum Standard:     **R.1.1.7 Learning to Read Independently**  
   **R.1.2.8 Reading Critically in All Areas**  
   **R.1.3.8 Reading, Analyzing, and Interpreting Literature**

PSSA Anchor List:     **R 8 B.3 Identify, interpret, describe, and analyze concepts and organization of nonfiction text.**  
                                   **B.3.1 Interpret, describe, analyze, the characteristics and uses of facts and opinions in nonfictional texts.**  
                                   **B.3.2 Distinguish between essential and nonessential information within or between texts.**  
                                   **B.3.3 Identify, interpret, and analyze how text organization clarifies meaning of nonfictional text.**

Appendix:

- A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 8**
- B. PSSA Reading Assessment Anchors Checklists**
- C. PSSA Writing Rubrics**
- D. PSSA Reading Rubric**
- E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Genre</li> <li>• Graphic organizer</li> <li>• Headings, graphics, charts</li> <li>• Idiomatic language</li> <li>• Imagery</li> <li>• Inference</li> <li>• Informational text</li> <li>• Irony</li> <li>• Literary conflict</li> <li>• Literary devices</li> <li>• Literary elements</li> <li>• Main idea</li> <li>• Metaphor</li> <li>• Mood</li> <li>• Multiple meaning words</li> <li>• Narrative</li> <li>• Nonfiction</li> <li>• Onomatopoeia</li> <li>• Paraphrase</li> <li>• Personification</li> <li>• Plot</li> </ul>			

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<ul style="list-style-type: none"><li>• Poetry</li><li>• Point of view</li><li>• Prefix</li><li>• Print Media</li><li>• Problem/solution</li><li>• Propaganda techniques</li><li>• Public Documents</li><li>• Reading critically</li><li>• Reading rate</li><li>• Research</li><li>• Resolution</li><li>• Retell</li><li>• Self Monitor</li><li>• Semantics</li><li>• Setting</li><li>• Simile</li><li>• Source</li><li>• Summarize</li><li>• Style</li><li>• Symbolism</li><li>• Synonym</li><li>• Theme</li></ul>			

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"><li>• Third person</li><li>• Tone</li><li>• Voice</li></ul>			

## READING PLANNED COURSE – 7<sup>th</sup> Grade Reading Edge

### Text and Resources

- *Great Source Reader's Handbook* (2002)
- *Great Source Student Applications Book* Grade 7 (2002)
- *Great Source Sourcebook* Grade 7 (2001)
- *Prentice Hall Skill Literacy Skill Builder* Grade 7 (2007)
- Princeton Review – [homeroom.com](http://homeroom.com)
- *Countdown Coach-Intensive Reading Practice*. Level G / Grade 7 (2004)
- *I'm Studying Reading* Level G / Grade 7 (2001)
- *Graphic Organizers for Reading & Writing* Book G (2004)
- *Reading Strategies for Literature* Level 7 (1999)
- Kid's College – [kclogin.com](http://kclogin.com)