

## Wilson Area School District Planned Course Guide

**Title of Planned Course:** Reading Grade Eight

**Subject Area:** Reading

**Grade Level:** Eight

**Course Description:** This course is designed to extend the strategies previously taught in seventh grade in order to further develop independent reading skills. Particular emphasis will be placed on advancing comprehension and critical thinking as well as interpretation and analysis of fiction and nonfiction texts.

**Time/Credit for this Course:** One Full School Year

**Curriculum Writing Committee:**

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## **Wilson Area School District Curriculum Map**

### **Year Round:**

- Enhance critical thinking through relationship between reader and text
- Develop an appreciation for diverse literature and writing style
- Response to Literature
- Genre Studies
- Independent Reading
- Literary Elements and Figurative Language
- Novel Studies
- Poetry
- Vocabulary

### **Topics of Study:**

- Multicultural America
- Conflict
- Poetry
- Dystopia
- Strange and Mysterious Fiction
- Nonfiction

### **Skills Topics of Study:**

- Literary elements and devices
- Genre identification
- Questioning and making predictions
- Making and supporting inferences
- Defending ideas in written responses
- Fact and opinion
- Context Clues
- Paraphrase
- Draw conclusions
- Cause and effect
- Purpose for Reading
- Author's intent

## Wilson Area School District Course Materials

### Textbook:

*Literature: Language and Literacy*  
Prentice Hall 2010

### Supplemental Books:

- *Speak* by Laurie Halse Anderson
- *Nothing But the Truth* by Avi
- *The True Confessions of Charlotte Doyle* by Avi
- *Letters from Rifka* by Karen Hesse
- *The Adventures of Tom Sawyer* by Mark Twain
- *The Giver* by Lois Lowry
- *Gathering Blue* by Lois Lowry

### Teacher Resources:

*Elements of Literature, Second Course*  
Holt, Rinehart and Winston  
2003

*Buckle Down Grade Eight*  
Buckle Down Publishing  
2006

*Strategies for Content Area Reading*  
Options Publishing Inc.  
2004

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Multicultural America (Nonfiction, Historical Fiction, Poetry)

**Overview:** Upon completion of this unit, utilizing a variety of texts, students will be able to relate the significance of immigration as it impacts the creation of a diversified national identity. The students will be able to reflect and comment on personal heritage as it connects to the literature and its historical impact.

**Time Frame:** 9 Weeks

**State Standards:** 1.1.8 A - B; 1.2.8 A - E; 1.3.8 A – E; 1.7.8 A & C

**Assessment Anchors:** R8. A.1, R8.A.2, R8.B.1, R8.B.2, R8.B.3

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify and evaluate essential content between and among various texts, i.e. interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction, compare and contrast literary elements between and among various texts, compare and contrast information provided in non-fiction to historical fiction, in non-fiction to poetry, or in historical fiction to poetry
- Identify characteristics of literary genre
- Identify, interpret and analyze the effect of literary devices (i.e., allusion, metaphor, simile, personification, rhyme scheme, alliteration, symbolism, and literal vs. figurative language)
- Use and identify evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Identify and explain the use of conflict, theme, author's purpose, and point of view
- Identify and explain main ideas and relevant details
- Distinguish between stated facts, reasoned judgments, and opinions across texts
- Distinguish between fact and the influence of stereotypes
- Identify and apply meaning of vocabulary using contextual clues, knowledge of roots and affixes, and word origins
- Master subject specific terminology relating to literary and nonfiction elements
- Interpret and analyze figurative language, sound language, and poetic forms

**Core Activities:**

- Read a variety of short stories from the current anthology, excerpts, and supplemental texts
- Articulate ideas through discussion in small and/or large group
- Respond using graphic organizers, blogs, journals, writing prompts, and classroom activities
- Directed vocabulary instruction and application to student writing
- Demonstrate understanding through a variety of differentiated assessments and projects

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities
- Differentiated texts
- Novel studies
- Multimedia presentations

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student led jigsaw instruction
- Student directed response to literature

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Readings:**

- "I, Too, Sing America" by Langston Hughes
- "Refugee in America" by Langston Hughes
- *I Have A Dream speech* by Martin Luther King, Jr.
- "Emancipation from Lincoln: A Photobiography" by Russell Freedman
- *Brown vs. Board of Education* by Walter Dean Myers
- *On Woman's Right to Suffrage* by Susan B. Anthony
- *First Americans* by The Grand Council Fire of American Indians
- *New Colossus* by Emma Lazarus
- *Ellis Island, Early American Immigration Photo Essay*
- *The Jungle* by Upton Sinclair
- *How the Other Half Lives* by Jacob A. Riis
- *Letters from Rifka* by Karen Hesse
- *The True Confessions of Charlotte Doyle* by Avi
- "The White Umbrella" by Gish Jen

**Assessments:**

- Diagnostics
  - Benchmark testing
  - 7<sup>th</sup> grade PSSA scores
  - Prior reading history
- Formative
  - Observations
  - Multi-leveled questioning
  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative
  - Assessments
  - Projects

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Conflict (Fiction, Nonfiction, Poetry)

**Overview:** Upon completion of this unit, students will be able to appreciate the significance of various American struggles to create a diversified national identity.

**Time Frame:** 9 Weeks

**State Standards:** 1.1.8 A - B; 1.2.8 A - E; 1.3.8 A – E; 1.7.8 A & C

**Assessment Anchors:** R8. A.1, R8.A.2, R8.B.1, R8.B.2, R8.B.3

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify and evaluate essential content between and among various texts, i.e. interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction, compare and contrast literary elements between and among various texts, compare and contrast information provided in non-fiction to historical fiction, in non-fiction to poetry, or in historical fiction to poetry
- Identify characteristics of literary genre
- Use and identify evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Identify and explain the use of conflict, theme, author's purpose, and point of view
- Identify and explain main ideas and relevant details
- Distinguish between stated facts, reasoned judgments, and opinions across texts
- Identify and apply meaning of vocabulary using contextual clues, knowledge of roots and affixes, and word origins
- Chart a story's plot using appropriate terminology, including exposition, conflict, rising action, climax, falling action, resolution
- Identify, interpret, describe, and/or analyze examples of metaphor, simile, personification, allusion, irony, foreshadowing, characterization, flashback, dialogue, monologue, soliloquy, diction, hyperbole, mood, imagery, suspense, setting, satire, onomatopoeia, protagonist, antagonist, literary foil, and extended metaphor
- Identify, interpret, describe, and/or analyze differences between autobiography vs. biography

**Core Activities:**

- Read a variety of short stories from the current anthology, excerpts, and supplemental texts
- Articulate ideas through discussion in small and/or large group
- Respond using graphic organizers, blogs, journals, writing prompts, and classroom activities
- Directed vocabulary instruction and application to student writing
- Demonstrate understanding through a variety of differentiated assessments and projects

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities
- Differentiated texts
- Novel studies

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student led jigsaw instruction
- Student directed response to literature

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Reading:**

- *The Diary of Anne Frank* adapted by Frances Goodrich and Albert Hackett
- *Anne Frank: The Diary of a Young Girl* by Anne Frank
- "O Captain, My Captain" by Walt Whitman
- *Gettysburg Address* by Abraham Lincoln
- "Paul Revere's Ride" by Henry Wadsworth Longfellow
- "From Harriet Tubman: Conductor on the Underground Railroad" by Ann Petry
- "A Retrieved Reformation" by O. Henry
- "Paralyzed Veterans of America" supplied by NPR
- *Nothing But the Truth* by Avi
- *Speak* by Laurie Halse Anderson
- "An Episode of War" by Stephen Crane
- "Tears of Autumn" by Yoshiko Uchida
- "Flowers for Algernon" by Daniel Keyes
- Vietnam Information Text (page 529-533)
- *The Adventures of Tom Sawyer* by Mark Twain



**Assessments:**

- Diagnostics
  - Benchmark testing
  - 7<sup>th</sup> grade PSSA scores
  - Prior reading history
- Formative
  - Observations
  - Multi-leveled questioning
  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative
  - Assessments
  - Projects

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Poetry

**Overview:** Upon completion of this unit, students will be able to read, interpret, and analyze poetry.

**Time Frame:** 4 Weeks

**State Standards:** 1.1.8 A, C, E, H; 1.2.8 A; 1.3.8 A, C, D, F; 1.4.8 A; 1.6.8 A, B, D, E

**Assessment Anchors:** R8. A.1, R8.A.2, R8.B.1

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify the elements of poetry (e.g., personification, simile, metaphor, hyperbole, allusion, alliteration, rhyme scheme, meter)
- Analyze the effect of various poetic devices
- Determine the meaning of words and phrases in poetry, including figurative and idiomatic meaning
- Identify poetic forms and analyze how the poem's form or structure contributes to its meaning
- Analyze, synthesize, and interpret information from multiple sources, i.e. comparison of poetry to non-fictional or fictional text

**Core Activities:**

- Read and recite a variety of poems from the current anthology and supplemental texts
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects
- Write poetry following specific formats

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities
- Differentiated texts

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student directed response to poetry

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Reading:**

- “Oranges” by Gary Soto
- “The Cremation of Sam McGee” by Robert W. Service
- “The Secret Heart” by Robert P. Tristram Coffin
- “The Spider” by Robert P. Tristram Coffin
- “The Courage that My Mother Had” by Edna St. Vincent Millay
- “Legacy II” by Leroy V. Quintana
- “The Road Not Taken” by Robert Frost
- “Stopping by Woods on a Snowy Evening” by Robert Frost
- “A Time to Talk” by Robert Frost
- “Birches” by Robert Frost
- “Traveling Through the Dark” by William Stafford
- “Cleaning the Well” by Paul Ruffins
- “Ring Out, Wild Bells” by Alfred Lord Tennyson
- “I Ate Your Plums” by William Carlos Williams

**Assessments:**

- Diagnostics
  - Benchmark testing
  - 7<sup>th</sup> grade PSSA scores
  - Prior reading history
- Formative
  - Observations
  - Multi-leveled questioning
  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative
  - Assessments
  - Projects

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Dystopia Fiction

**Overview:** Upon completion of this unit, students will be able to critique and explain the use of dystopia as social commentary.

**Time Frame:** 6 Weeks

**State Standards:** 1.1.8 A - B; 1.2.8 A - E; 1.3.8 A – E; 1.7.8 A & C

**Assessment Anchors:** R8. A.1, R8.A.2, R8.B.1, R8.B.2, R8.B.3

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Use connections between and among words based on meaning, content, and context to distinguish nuances or connotations
- Interpret and analyze character's actions in connection with author's purpose
- Interpret, compare, describe, analyze, and evaluate literary components of fiction, including plot, theme, character, setting, point of view, and author's purpose
- Identify, interpret, describe, and/or analyze examples of metaphor, simile, personification, allusion, irony, foreshadowing, characterization, flashback, dialogue, monologue, soliloquy, diction, hyperbole, mood, imagery, suspense, setting, satire, onomatopoeia, protagonist, antagonist, literary foil, and extended metaphor
- Use and identify evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Identify and explain the use of conflict, theme, author's purpose, and point of view
- Identify and explain main ideas and relevant details
- Identify and apply meaning of vocabulary using contextual clues, knowledge of roots and affixes, and word origins
- Identify characteristics of literary genre

**Core Activities:**

- Read a variety of writings from the current anthology, novels, excerpts, and supplemental texts.
- Participate in small and large group discussions.
- Respond using graphic organizers, blogs, journals, and classroom activities.
- Demonstrate understanding through a variety of differentiated assessments and projects.

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities
- Differentiated texts
- Novel studies

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student led jigsaw instruction
- Student directed response to literature

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Reading:**

- *The Giver* by Lois Lowry
- *Gathering Blue* by Lois Lowry
- "The Lottery" by Shirley Jackson
- *Fahrenheit 451* by Ray Bradbury
- *Feed* by M.T. Anderson
- *There Will Come Soft Rains* by Ray Bradbury
- *The Hunger Games* by Suzanne Collins
- *The Maze Runner* by James Dashner
- *A Wrinkle in Time* by Madeleine L'Engle

**Assessments:**

- Diagnostics
  - Benchmark testing
  - 7<sup>th</sup> grade PSSA scores
  - Prior reading history
- Formative
  - Observations
  - Multi-leveled questioning,
  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative
  - Assessments
  - Projects

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Strange and Mysterious Fiction

**Overview:** Upon completion of this unit, students will distinguish between the voice of a variety of well-known authors, Edgar Allen Poe, Ray Bradbury, Roald Dahl, Arthur Conan Doyle.

**Time Frame:** 4 Weeks

**State Standards:** 1.1.8 A - B; 1.2.8 A - E; 1.3.8 A – E; 1.7.8 A & C

**Assessment Anchors:** R8. A.1, R8.A.2, R8.B.1, R8.B.2, R8.B.3

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Analyze the use of literary elements by an author (e.g., conflict, point of view, setting, theme, tone, characterization)
- Identify, interpret, describe, and/or analyze examples of metaphor, simile, personification, allusion, irony, foreshadowing, characterization, flashback, dialogue, monologue, soliloquy, diction, hyperbole, mood, imagery, suspense, setting, satire, onomatopoeia, protagonist, antagonist, literary foil, and extended metaphor
- Establish a purpose and make predictions
- Infer elements of the plot based upon evidence cited from the reading
- Question, reflection, and interpret essential content
- Identify and explain the literal and figurative meaning of vocabulary
- Analyze style of writing and author's voice
- Recognize the impact of sentence structure and the effect on writing
- Identify characteristics of literary genre, such as Poe's creation of the macabre genre

**Core Activities:**

- Read and model a variety of writings from the current anthology, novels, excerpts, and supplemental texts.
- Actively engage in text through reader's theater
- Participate in small and large group discussions.
- Respond using graphic organizers, blogs, journals, and classroom activities.
- Demonstrate understanding through a variety of differentiated assessments and projects.

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities
- Differentiated texts
- Novel studies

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student led jigsaw instruction
- Student directed response to literature

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Reading:**

- “The Landlady” by Roald Dahl
- *The Monkey’s Paw* by W.W. Jacobs
- “The Tell-Tale Heart” by Edgar Allan Poe
- “The Cask of Amontillado” by Edgar Allan Poe
- “The Pit and the Pendulum” by Edgar Allan Poe
- “The Fall of the House of Usher” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- “Ligeia” by Edgar Allan Poe
- *The Adventure of the Speckled Band* by Arthur Conan Doyle
- *World War Z* by Max Brooks

**Assessments:**

- Diagnostics
  - Benchmark testing
  - 7<sup>th</sup> grade PSSA scores
  - Prior reading history
- Formative
  - Observations
  - Multi-leveled questioning
  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative
  - Assessments
  - Projects

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Eight

**Unit:** Nonfiction

**Overview:** Upon completion of this unit, students will be able to demonstrate skills obtained to critically analyze factual expository text through primary and secondary sources.

**Time Frame:** 4 Weeks

**State Standards:** 1.1.8 A, B, D, F, G & H; 1.2.8 A & B; 1.3.8 F; 1.6.8 A, C, D & E

**Assessment Anchors:** R8.A.2, R8.B.1, R8.B.2, R8.B.3

**Essential Content/Objectives:** At the end of the unit, students will be able to:

- Identify and explain main ideas and supporting details
- Summarize major points, processes, or events
- Identify and describe the author's intended purpose and cite examples to support responses
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions
- Question, reflect on, and interpret essential content
- Verify the relevance and reliability of information presented in text
- Distinguish between stated facts, reasoned judgments, and opinions
- Evaluate the presentation of essential and non-essential information
- Describe the effects of inclusion and exclusion of information in persuasive text
- Analyze organizational features of text (i.e. sequence, question/answer, comparison/contrast, cause/effect, problem/solution)
- Analyze and explain graphics in text to enhance meaning
- Apply academic vocabulary across texts

**Core Activities:**

- Read a variety of writings from current anthology, excerpts, and supplemental texts
- Participate in small and large group discussions
- Respond using graphic organizers, blogs, journals, and classroom activities
- Demonstrate understanding through a variety of differentiated assessments and projects.

**Remediation:**

- Re-teaching
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts

**Extensions:**

- Alternative enriched activities



- Differentiated texts
- Novel studies

**Instructional Methods:**

- Direct instruction
- Teacher modeled questioning and guided practice with reading, writing, and vocabulary instruction
- Large and small group discussion
- Independent reading and writing
- Pair reading
- Student led jigsaw instruction
- Student directed response to literature

**Materials:**

- Textbook
- Excerpts
- Supplemental texts
- Multimedia, audio

**Suggested Reading:**

- “Mrs. Flowers from “I Know Why the Caged Bird Sings”
- “The Dogs Could Teach Me” from “Woodson”
- “Camp Harmony” from “Nisei Daughter”
- “Old Ben” by Jesse Stuart
- “Cub Pilot on the Mississippi” by Mark Twain
- “Out of the Dust” by Karen Hesse
- “An American Childhood” by Annie Dillard
- “We the People” from “Words We Live By” by Linda R. Monk
- “Sharing in the American Dream” by Colin Powell
- “Science and the Sense of Wonder” by Isaac Asimov
- “Steinbeck: A Life in Letters” by John Steinbeck
- “Travels with Charley” by John Steinbeck
- “Vanishing Species” by Bailey White

**Assessments:**

- Diagnostics
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  - Evaluations of responses to literature
  - Informal and formal assessment projects
- Summative:
  - Assessments
  - Projects