



Wolcott Public Schools

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**Middle School Curriculum
Grade 8
Language Arts
*Reading***



Children are our Future...

Acknowledgements

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Dr. Gail A. Gilmore

Assistant Superintendent

Date of Presentation to the Board of Education: April 12, 2010

Language Arts – Grade 8
Reading

LANGUAGE ARTS – GRADE 8 READING

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

The philosophy of Language Arts at Tyrrell Middle School is to facilitate and teach literacy using a variety of genre. This will ensure that students become life-long, independent learners who will read and think critically and creatively to construct meaning, collaborate, and communicate effectively to discover themselves, their thoughts, their feelings, and their world.

Course Description:

The Language Arts curriculum at Tyrrell Middle School is designed to meet the literacy and communication needs of each student. Students will have experiences with various genre in order to develop effective communication skills in reading, writing, speaking, listening, and viewing using varied exemplary teaching strategies to meet the needs of all students. Emphasis will be placed on the development of metacognition and critical thinking which will enable students to become successful, life-long learners.

LANGUAGE ARTS – GRADE 8 READING

Literary Focus: The Short Story *Time Frame September through December*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> ● Preview & Prediction activities ● Dialogue with the text ● Make text connections ● Construct CMT open-ended questions-scored using the 0,1,2 CMT rubric ● Develop vocabulary ● Identify parts of a short story – plot plan, setting, conflict ● Construct Quick Writes/Journals ● Develop anticipation guides ● Define Literary Elements – characterization, character (static & dynamic, protagonist & antagonist), mood, imagery, point of view, foreshadowing, flashback, theme, tone, style, figurative language (simile, metaphor, personification, hyperbole), humor, irony/satire, and bias 	<ul style="list-style-type: none"> ● Scoring of the open-ended questions at the end of each selection using the CMT rubric ● Static/Dynamic character analysis ● End-of-Story Tests ● Literary Terms tests and quizzes ● Grading and analysis of journal responses/quick writes using a grade-wide rubric ● Use of story maps to identify parts of a short story ● Use graphic organizers to identify literary elements ● Class discussions 	<ul style="list-style-type: none"> ● <i>Elements of Literature</i> Anthology ● <i>Elements of Literature</i> additional teacher resources

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">The Short Story (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p>	<ul style="list-style-type: none"> • Identify and analyze author’s use of literary conventions to enhance a story (foreshadowing, personification, metaphors, similes, point-of-view, etc.) • Explain through class and small group discussions how literature effects us and how it shapes our thoughts • Explain how students’ background knowledge influences their interpretation of what they read • Discuss how an author’s personal beliefs and background shape what he/she writes 	<ul style="list-style-type: none"> • Student work • Class discussions • Teacher observations and class participation • Graphic organizers that students will complete to demonstrate their knowledge of literary conventions • Journal responses • Formal Assessment • Open-ended questions 	<ul style="list-style-type: none"> • See resources listed above • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">The Short Story (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p>	<ul style="list-style-type: none"> • Compose journal responses • Construct open-ended questions • Construct essays • Develop and present short story projects 	<ul style="list-style-type: none"> • Grade wide rubrics • CMT rubric 	<ul style="list-style-type: none"> • Use resources listed above

LANGUAGE ARTS – GRADE 8 READING

Literary Focus – Poetry

Time Frame: January

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> • Preview & Prediction activities • Construct Quick Writes/Journals • Select appropriate reading strategies for different purposes • Evaluate poetic devices in collaborative Groups • Interpret/analyze comprehension questions, open-ended questions. • Make inferences • Identify sound effects, figures of speech, refrain, allegory, onomatopoeia, extended metaphors, similes, rhyme, rhyme scheme, flashback, imagery, metaphors, allusion, symbolism, and hyperbole • Make text connections 	<ul style="list-style-type: none"> • Selection Tests • Poetic Devices Test • Scoring of open-ended CMT strand questions • Grading and analyzing of journal responses using a grade wide rubric • Graphic organizers to show understanding of topics covered • Reading Check questions 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology and support material • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Poetry (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p>	<ul style="list-style-type: none"> • Analyze the characteristics of different forms of poetry such as ballad, narrative, lyric, couplet, epic, elegy, ode, free verse, and sonnet • Analyze how tone or meaning is conveyed in poetry through word choice, line length, figurative language, sentence structure, punctuation, rhythm, repetition, and rhyme • Analyze various literary devices including figurative language, imagery, allegory, allusion, and symbolism. 	<ul style="list-style-type: none"> • Student work • Class Discussions • Formal Assessment • Open-ended questions 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology and support material • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Poetry (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p>	<ul style="list-style-type: none"> • Construct final poetry projects 	<ul style="list-style-type: none"> • Presentation of student projects • Grade wide rubric • Teacher observations 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology and support material • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

Literacy Focus: Non-Fiction *Time Frame: February ~ Mid-March*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive text(s) in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> • Introduce Elements of Non-Fiction - main idea, structural patterns (chronological order, cause-and-effect, order of importance, and logical order), and repetition • Introduce Types/Genres of Non-Fiction – biography, autobiography, essay (personal and formal), and speech • Introduce Qualities of Non-Fiction – purpose, logic, unity, and coherence • Develop reading skills for understanding Non-Fiction reading 	<ul style="list-style-type: none"> • Scoring of the open-ended questions at the end of each selection using the CMT rubric • End of Selection Tests/Quizzes • Elements of Non-Fiction Tests/Quizzes • Use graphic organizers to identify Non-Fiction elements • Class discussions • Grading and analysis of journal responses/quick writes using a grade-wide rubric 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology • <i>Elements of Literature</i> additional teacher resources • Non-Fiction readings correlated with content area curriculum • Media Center • TMS Websites (IConn, Ebsco, Grolier Online, and SIRS Discoverer)

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Non-Fiction (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p>	<ul style="list-style-type: none"> • Evaluate social perspectives and how they contribute to an author’s perspective • Analyze different genres of Non-Fiction • Analyze structural patterns of Non-Fiction • Analyze main idea of Non-Fiction • Use graphic organizers to understand unity and coherence • Create notes, outline, and summarize. 	<ul style="list-style-type: none"> • Student work • Class discussions • Teacher observations and class participation • Graphic organizers that students will complete to demonstrate their knowledge of Non-Fiction elements • Journal responses • Formal Assessment • Open-ended questions 	<ul style="list-style-type: none"> • See resources listed above • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Non-Fiction (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p>	<ul style="list-style-type: none"> • Compose journal responses • Construct open-ended questions • Construct essays • Develop projects • Present projects orally 	<ul style="list-style-type: none"> • Grade wide rubrics • CMT rubric 	<ul style="list-style-type: none"> • Use resources listed above

LANGUAGE ARTS – GRADE 8 READING

Literary Focus: Drama *Time Frame Mid-March to May*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> • Utilize resources to understand the historical background of a play • Dialogue with the text • Make text connections • Construct CMT open ended questions-scored using the 0,1,2 CMT rubric • Introduce and develop understanding of drama terms – drama, stage, theater, props, stage setting, stage directions, dialog, monologue, soliloquy, time element, comic relief, allusion, aside, tragedy, comedy, historical, foil character, catastrophe, tragic flaw, play within a play, and tragic hero 	<ul style="list-style-type: none"> • Scoring of the open-ended questions at the end of each act using the CMT rubric • Create a Character Analysis • Play quizzes and tests • Vocabulary Quizzes • Grading and analysis of journal responses using a grade-wide rubric • Using graphic organizers to identify literary elements and drama terms • Class discussions 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology • <i>Elements of Literature</i> additional teacher resources • <i>The Merchant of Venice</i> Barron’s Shakespeare Made Easy • <i>The Merchant of Venice</i> Curriculum Unit - The Center for Learning 1990 • <i>Specials! The Merchant of Venice</i> by Folens 1999 • <i>Teaching Shakespeare Yes You Can!</i> By Lorraine Hopping Egan, 1998 • Video-<i>William Shakespeare Life of Drama</i>, A&E Biography, 1996 • Video- <i>The Complete Dramatic Works of William Shakespeare</i>, Ambrose Video • Video – <i>Anne Frank Remembered</i>, Sony Pictures Classics, 1995 • Video – <i>Anne Frank</i>, Walt Disney Video, 2001

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Drama (Continued)</p> <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> • Review literary elements- allusion, characterization, character (static & dynamic, protagonist & antagonist), mood, imagery, point of view, foreshadowing, flashback, theme, tone, style, figurative language (simile, metaphor, personification, hyperbole), humor, irony/satire, and bias • Identify and analyze themes • Analyze characterization, main ideas in factual reporting, and recurring themes • Introduce life and times of William Shakespeare • Identify and explain parts and use of the Globe Theater 	<ul style="list-style-type: none"> • Scoring of the open-ended questions at the end of each act using the CMT rubric • Create a Character Analysis • Play quizzes and tests • Vocabulary Quizzes • Grading and analysis of journal responses using a grade-wide rubric • Using graphic organizers to identify literary elements and drama terms • Class discussions 	<ul style="list-style-type: none"> • <i>Elements of Literature</i> Anthology • <i>Elements of Literature</i> additional teacher resources • <i>The Merchant of Venice</i> Barron’s Shakespeare Made Easy • <i>The Merchant of Venice</i> Curriculum Unit - The Center for Learning 1990 • <i>Specials! The Merchant of Venice</i> by Folens 1999 • <i>Teaching Shakespeare Yes You Can!</i> By Lorraine Hopping Egan, 1998 • Video-<i>William Shakespeare Life of Drama</i>, A&E Biography, 1996 • Video- <i>The Complete Dramatic Works of William Shakespeare</i>, Ambrose Video • Video – <i>Anne Frank Remembered</i>, Sony Pictures Classics, 1995 • Video – <i>Anne Frank</i>, Walt Disney Video, 2001

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Drama (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p>	<ul style="list-style-type: none"> • Identify author’s use of literary conventions to enhance a play (foreshadowing, personification, metaphors, similes, point-of-view, etc.) • Explain how literature effects us and how it shapes our thoughts • Show how students’ background knowledge influences their interpretation of what they read • Demonstrate how an author’s personal beliefs and background shape what he/she writes • Examine the definition of tolerance, the importance of being a tolerant person, and how to demonstrate tolerance in our daily lives. 	<ul style="list-style-type: none"> • Teacher observations and class participation • Graphic organizers that students will complete to demonstrate their knowledge of literary conventions and drama terms • Journal responses 	<ul style="list-style-type: none"> • See resources listed above • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Drama (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p>	<ul style="list-style-type: none"> • Compose journal responses • Construct open-ended questions • Construct essays • Present projects orally • Construct a character analysis essay 	<ul style="list-style-type: none"> • Grade wide rubrics • CMT rubric • Student presentations 	<ul style="list-style-type: none"> • Use resources listed above

LANGUAGE ARTS – GRADE 8 READING

Literary Focus: Novel Unit

Time Frame: June

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>1: Reading and Responding Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> ● Preview and Predict ● Dialogue with the text ● Make text connections ● Construct CMT open-ended questions-scored using the 0,1,2 CMT rubric ● Develop vocabulary ● Analyze and interpret text utilizing journals ● Develop anticipation guides ● Define Literary Elements – characterization, character (static & dynamic, protagonist & antagonist), mood, imagery, point of view, foreshadowing, flashback, theme, tone, style, figurative language (simile, metaphor, personification, hyperbole), humor, irony/satire, and bias ● Identify/infer plot, conflict, setting, and important characters and events ● Determine main idea and summarize events in the novel 	<ul style="list-style-type: none"> ● Scoring of open-ended CMT strand questions ● Grading and analyzing of journal responses using a grade wide rubric ● Story maps and graphic organizers to show understanding of ideas covered ● Chapter Tests which will include vocabulary as well as comprehension questions ● Class discussions ● Vocabulary quizzes 	<ul style="list-style-type: none"> ● Novels to be determined by teachers ● Literature Guide for Novel ● Novels will be differentiated as needed

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Novel Unit (Continued)</p> <p>1: Reading and Responding Students read comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p>	<ul style="list-style-type: none"> • Determine and evaluate theme • Analyze the characters’ traits, motivations, conflicts, and point of view • Draw conclusions about author’s purpose • Make connections between outside experiences and knowledge • Demonstrate awareness of how an author’s or character’s perception shapes a novel • Evaluate author’s craft 	<ul style="list-style-type: none"> • Scoring of open-ended CMT strand questions • Grading and analyzing of journal responses using a grade wide rubric • Story maps and graphic organizers to show understanding of ideas covered • Chapter Tests which will include vocabulary as well as comprehension questions • Class discussions • Vocabulary quizzes 	<ul style="list-style-type: none"> • Novels to be determined by teachers • Literature Guide for Novel • Novels will be differentiated as needed

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Novel Unit (Continued)</p> <p>2: Exploring and Responding to Text: Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p>	<ul style="list-style-type: none"> • Respond to literal and inferential questions with explicit and implicit evidence from the text • Explain the author’s use of voice (formal, casual, intimate etc.) and how this influences meaning • Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning • Explain how students’ background knowledge influences their interpretation of what they read • Explain through class and small group discussions how literature effects us and how it shapes our thoughts 	<ul style="list-style-type: none"> • Student work • Class discussions • Journals • Open-ended responses to literature • Quizzes • Tests • Graphic organizers • Teacher observation 	<ul style="list-style-type: none"> • Use the materials listed above

LANGUAGE ARTS – GRADE 8 READING

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p style="text-align: center;">Novel Unit (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p>	<ul style="list-style-type: none"> • Create final novel projects 	<ul style="list-style-type: none"> • Student Presentations • Rubrics will be provided to guide student’s preparation and grading • Teacher Observations 	<ul style="list-style-type: none"> • Material listed above • Computer Lab • Media Center

LANGUAGE ARTS – GRADE 8 READING

Pacing Guide

September- October *Short Story with unit focus on Plot and Setting*

October – Mid-November *Short Story with unit focus on Character*

Mid-November - December *Short Story with focus on Style*

January *Poetry Unit*

February - Mid-March *Non-Fiction Unit*

Mid-March - May *Drama Unit*

June *Novel Unit*

LANGUAGE ARTS – GRADE 8 READING

Essential Questions

1. How is the genre of a piece of literature determined?
2. What is the text structure of a piece of literature?
3. What literary elements are used in this piece of literature?
4. How do you demonstrate an understanding of the text's general content?
5. How do you understand and apply what you have read?
6. How do you respond to reading?
7. How do you relate what you have read to yourself and the world?
8. How do you make judgments about the text's quality and themes?
9. How do you demonstrate tolerance in your daily life?

LANGUAGE ARTS – GRADE 8 READING

Skills Objectives

The students will be able to...

1. Make and verify predictions, inferences, and generalizations
2. Summarize text
3. Analyze plot, setting, point of view, characters, main idea, theme, and author's craft
4. Identify and analyze literary conventions, and explain how they enhance the text
5. Make connections- text to self, text to text, and text to world
6. Analyze and read different literary genres: short story, poetry, drama, and novel
7. Respond critically to the text both orally and through written response (dialoguing with the text / metacognition)
8. Answer open-ended questions with text support
9. Recognize how an author's personal beliefs and background shape what he/she writes
10. Appreciate good literature

LANGUAGE ARTS – GRADE 8 READING

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]