



Course: Reading
Grade Level: 8th
Unit 1

Course/Subject: Reading	Grade: 8th	Suggested Timeline: 1st Marking Period
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Grade Level Summary	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines. • Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures. • Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message. • Communicate effectively for varied purposes and audiences. • Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.
Grade Level Units	<p>Unit 1: Informational Text: Approaching, Reading, and Interacting</p> <p>Unit 2: Informational Text: Evaluating and Analyzing</p> <p>Unit 3: Fiction: Approaching, Reading, and Interacting</p> <p>Unit 4: Fiction: Evaluating and Analyzing</p>

Unit Title	Unit 1: Informational Text: Approaching, Reading, and Interacting
Unit Summary	<p>Students will complete the following topics:</p> <ul style="list-style-type: none"> • Before, during, and after reading strategies • Determining the central idea • Identifying and citing text evidence • Making text connections

<p>Unit Essential Questions:</p> <ol style="list-style-type: none"> 1. How do before-during reading strategies improve reading comprehension? 2. How does close reading help a reader understand complex text? 3. How do I read, understand, and respond to informational text? 	<p>Key Understandings:</p> <ol style="list-style-type: none"> 1. Applying before, during, and after reading strategies enhances the understanding of text. 2. Reading is critically important to everyday life. 3. Different texts require different approaches to reading. 4. Effective writing is a coherent and logical communication tool. 5. Analyzing a prompt and providing textual evidence in the response. 6. Critical readers use evidence to support written and spoken assertions.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description
1) CC.1.2.8. A 2) CC.1.2.8 B	1) Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

	2) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
3) CC.1.2.8. C 4) CC.1.2.8. J	3) Analyze how a text makes connections among and distinctions between individuals, ideas, or events 4) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
5) CC.1.2.8. L	5) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Important Standards Addressed in the Unit:

1) CC.1.4.8 A 2) CC.1.4.8 B 3) CC.1.4.8. C	1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 2) Identify and introduce the topic clearly, including a preview of what is to follow. 3) Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
4) CC.1.4.8. D 5) CC.1.4.8. E	4) Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. 5) Write with an awareness of the stylistic aspects of composition.
6) CC.1.4.8. F 7) CC.1.4.8. S	6) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 7) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
8) CC.1.4.8. T 9) CC.1.4.8. U	8) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 9) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
10) CC.1.5.8. A 11) CC.1.5.8. G	10) Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly 11) Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> There are no good books. Central idea in informational text is the message or theme. Everything the author writes is important. A conclusion is only found at the end of a text. Inferences are too difficult to make. Every connection is a worthwhile connection. Texts are only books or other written materials. Referring to the text for specific details is not necessary because they already know the information. Their opinion is more important than the facts from the text. 	<ul style="list-style-type: none"> There are "good" books. Central idea does not include the message or theme. Not everything the author writes is important. A conclusion is not only found at the end of a text. Inferences can be easy to make. Not every connection is worthwhile. Texts can come from things than books.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

<ul style="list-style-type: none"> • Text features • Text structure/style (e.g. formal, informal, specific audience) • The difference between fiction/nonfiction • Literacy knowledge (print concepts, genres, etc.) • Vocabulary knowledge • Language structures (syntax, semantics) • Relevant academic, domain specific vocabulary (summary, central idea, supporting details, objective) • Determine the central idea • How to write a summary • How to determine and analyze the central idea relationship to supporting details. • How to identify text evidence that supports your analysis. • How to make inferences (using prior knowledge and text) • How to make generalizations • What parts of a text lend themselves to connections. • An argument is an opinion plus how or why. • Relevant information (e.g. facts, definitions, concrete details, quotations, observations) • Effective introduction/hook (e.g. one that is separate from the body and presents a thesis argument) • Linking/Transition words, phrases, clauses • Differences between relevant and irrelevant details • Sequence of events • Closure/Ending/Conclusion • Literature TDA response: TAG + verb + how (title, author, genre, plus verb and a how) • Nonfiction TDA response: START sentence (source, topic, author, “right verb” and topic) • Quote integration (ICE) – Introduce, cite evidence, explain/analyze • How to use and understand how punctuation impacts a sentence • Sentence syntax • Parts of speech 	<ul style="list-style-type: none"> • Read and comprehend grade level informational texts • (Apply) fluent execution and coordination of word recognition and text comprehension • Determine the central idea • Analyze the development of an idea throughout the text • Analyze the central ideas relationship to supporting details • Identify supporting details • Cite text evidence that supports your analysis • Make inferences • Draw conclusions • Text-to-text, self, and world connections • Engage the reader with an introduction/hook that presents the topic • Write a START sentence • Write a TAG+ verb+ how sentence • Group related information logically • Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • Link ideas within and across categories and information using words, phrases, clauses • Use precise language and domain-specific (academic) vocabulary to inform about or explain the topic • Quote integration (ICE) – introduce, cite evidence, explain/analyze • After reading a grade level text, write a response to a prompt • Be able to create an argument (opinion plus how or why) • Apply knowledge of conventions of language 	<ul style="list-style-type: none"> • Competent – The students will show mastery of the concept of approaching and interacting with informational (non-fiction) text. • Conscientious – The students will exhibit this trait through their hardworking and self-directed desire to “attack” the informational text.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Before – During – After reading strategies • Central idea • Conclusion 	<ul style="list-style-type: none"> • Connections • ICE • Sequence • Style 	<ul style="list-style-type: none"> • Summary • Syntax • TDA
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Evidence: Assessments and Performance Task(s)

- Quiz
 - Instruction on before, during, and after reading strategies – use of grade level text to assess knowledge
 - Instruction on determining central idea – use of grade level texts to assess knowledge
 - Instruction on identifying and citing text evidence – use of grade level texts to assess knowledge
 - Instruction on text connections – use of grade level texts to assess knowledge
 - Instruction on analyzing prompts and quote integration
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Interdisciplinary Connections:

- Social Studies (current event – informational text)
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Additional Resources:

- Various grade level texts
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Created By:

Tyler Bechtel



Course: Reading
Grade Level: 8th
Unit 2

Course/Subject: Reading

Grade: 8th

Suggested Timeline: 2nd
Marking Period

Grade Level Summary	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines. • Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures. • Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message. • Communicate effectively for varied purposes and audiences. • Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.
Grade Level Units	<p>Unit 1: Informational Text: Approaching, Reading, and Interacting</p> <p>Unit 2: Informational Text: Evaluating and Analyzing</p> <p>Unit 3: Fiction: Approaching, Reading, and Interacting</p> <p>Unit 4: Fiction: Evaluating and Analyzing</p>

Unit Title	Unit 2: Informational Text: Evaluating and Analyzing
Unit Summary	Students will be challenged with evaluating and analyzing various grade level texts. (focusing on POV, purpose, and viewpoints and details)

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do we determine an author's point of view in a text? • How do we determine authors purpose? • How do we identify conflicting viewpoints in a text? • How do we evaluate an author's argument? • How do we determine whether evidence is relevant to the author's claim? • How do we apply before, during, and after reading strategies to enhance understanding of the text? • Why is reading critically important to everyday life? • After reading a text, how does a reader write to a prompt? • What are the key components of a literary response? 	<p>Key Understandings:</p> <ul style="list-style-type: none"> • Different texts require different approaches to reading. • Applying before, during, and after reading strategies enhances the understanding of text. • Critical readers use evidence to support written and spoken assertions. • Reading is critically important to everyday life. • Effective writing is a coherent and logical communication tool. • Analyzing a prompt and providing textual evidence to the response.
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
1) CC.1.2.8.B	1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
2) CC.1.2.8.C	
3) CC.1.2.8.D	2) Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

	3) Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
4) CC.1.2.8.E 5) CC.1.2.8.F 6) CC.1.2.8.G	4) Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. 5) Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone 6) Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
7) CC.1.2.8.H 8) CC.1.2.8.J	7) Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. 8) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9) CC.1.2.8.L	9) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Important Standards Addressed in the Unit:

1) CC.1.4.8.A 2) CC.1.4.8.B 3) CC.1.4.8.C	1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 2) Identify and introduce the topic clearly, including a preview of what is to follow. 3) Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
4) CC.1.4.8.D 5) CC.1.4.8.E 6) CC.1.4.8.F	4) Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. 5) Write with an awareness of the stylistic aspects of composition. 6) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
7) CC.1.4.8.J 8) CC.1.4.8.S 9) CC.1.4.8.T	7) Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. 8) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 9) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
10) CC.1.4.8.U 11) CC.1.5.8.A	10) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 11) Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
12) CC.1.5.8.B 13) CC.1.5.8.G	12) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence 13) Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Misconceptions:	Proper Conceptions:
1. POV can only be first, second, or third person 2. Every argument is as sound as every other argument. 3. There are no "good" books. 4. Referring to the text for specific details is not necessary because I already know the information. 5. Your opinion is more important than the facts from the text.	1. POV can be more than just first, second, or third person. 2. Arguments can be sounder than others. 3. There are "good" books 4. You must refer to the text for specific details. 5. Your opinion is not as important as facts from the text.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • How to determine an author's point of view and argument • How to determine an author's purpose • How to identify conflicting viewpoints • Understand the structure of argumentative writing • How punctuation can impact a sentence • Sentence syntax • Parts of speech • Relevant academic vocabulary (argument, evidence, reasoning, claim) • How to determine whether an argument is sound/relevant • How to determine whether evidence is relevant • Text features • Text structure • The difference between fiction/nonfiction • Literacy knowledge (print concepts, genres, etc.) • Language structure (syntax, semantics) • An argument is an opinion plus how or why • Relevant information (e.g. facts, definitions, concrete details, quotations, observations) • Domain specific (academic) vocabulary from the text • Style (e.g. formal, informal, specific audience) • Effective introduction/hook (e.g. one that is separate from the body and present a thesis argument) • Linking/Transition words, phrases, clauses • Difference between relevant and irrelevant details • Sequence of events • Closure/Ending/Conclusion • Literature TDA response: TAG + verb + how (title, author, genre, plus a verb and a how) • Nonfiction TDA response: START sentence (source, topic, author, right verb and topic) 	<ul style="list-style-type: none"> • Identify an author's point of view • Identify an author's purpose • Identify conflicting viewpoints • Identify evidence used to support the conflicting viewpoint • Apply knowledge of conventions of language • Determine an author's argument • Evaluate the argument and claims made • Assess whether the reasoning is sound • Identify author's supporting evidence • Determine whether the evidence is relevant • Read and comprehend grade level informational texts • (Apply) Fluent execution and coordination of word recognition and text comprehension • After reading a grade level text, write a response to a prompt • Be able to create an argument (opinion plus how or why) • Engage the reader with an introduction/hook that presents the topic • Write a START sentence • Write a TAG + verb + how sentence • Group related information logically • Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • Link ideas within and across categories and information using words, phrases, clauses • Use precise language and domain-specific (academic) vocabulary to inform about or explain the topic. • Quote integration (ICE) - introduce, cite evidence, explain/analyze 	<ul style="list-style-type: none"> • Competent – The students will show mastery of the concept of approaching and interacting with informational (non-fiction) text. • Conscientious – The students will exhibit this trait through their hardworking and self-directed desire to “attack” the informational text.

<ul style="list-style-type: none"> Quote integration (ICE) – introduce, cite evidence, explain/analyze 		
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Academic Vocabulary:

<ul style="list-style-type: none"> Argument Author’s purpose Before – During – After reading strategies Claim Conclusion 	<ul style="list-style-type: none"> Evidence ICE POV Reasoning Sequence 	<ul style="list-style-type: none"> Style Syntax TDA
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Quiz Various individual, group and whole class performance tasks


Interdisciplinary Connections:

Additional Resources:

- Various grade level texts

Created By:

Tyler Bechtel

		Course: Reading Grade Level: 8 Unit 3
Course/Subject: Reading	Grade: 8th	Suggested Timeline: 3rd Marking Period

Grade Level Summary	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines. • Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures. • Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message. • Communicate effectively for varied purposes and audiences. • Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond. <p>Citation: https://www.pdesas.org/CMap/CFramework#</p>
Grade Level Units	<p>Unit 1: Informational Text: Approaching, Reading, and Interacting</p> <p>Unit 2: Informational Text: Evaluating and Analyzing</p> <p>Unit 3: Fiction: Approaching, Reading, and Interacting</p> <p>Unit 4: Fiction: Evaluating and Analyzing</p>

Unit Title	Unit 3: Fiction: Approaching, Reading, and Interacting
Unit Summary	Students will be challenged with learning strategies to approach, read, and interact with fiction texts.

Unit Essential Questions: <ol style="list-style-type: none"> 1. How do good readers use evidence to support spoken and written assertions? 2. How do I determine which evidence most strongly supports an analysis of the text? 3. After reading a text, how does a reader write to a prompt? 4. What are the key components of a literary response? 5. How do good readers approach different texts differently? 6. How do we determine the central idea of the text? 7. How do we apply before, during, and after reading strategies to enhance understanding of the text? 8. Why is reading critically important to everyday life? 9. How do I determine which evidence most strongly supports an analysis of the text? 	Key Understandings: <ol style="list-style-type: none"> 1. Critical readers use evidence to support written and spoken assertions. 2. Effective writing is a coherent and logical communication tool. 3. Analyzing a prompt and providing textual evidence in the response. 4. Different texts require different approaches to reading. 5. Applying before, during, and after reading strategies enhances the understanding of text. 6. Reading is critically important to everyday life.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description

1) CC.1.3.8.A	1) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
2) CC.1.3.8.B	2) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
3) CC.1.3.8.J	3) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Important Standards Addressed in the Unit:

1) CC.1.4.8.A 2) CC.1.4.8.B 3) CC.1.4.8.C	1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 2) Identify and introduce the topic clearly, including a preview of what is to follow. 3) Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
4) CC.1.4.8.D 5) CC.1.4.8.E 6) CC.1.4.8.F	4) Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. 5) Write with an awareness of the stylistic aspects of composition. 6) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
7) CC.1.4.8.S 8) CC.1.4.8.T	7) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. 8) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9) CC.1.4.8.U 10) CC.1.5.8.A	9) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 10) Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
11) CC.1.5.8.G	11) Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Everything an author writes is important. A conclusion is only found at the end of an article. Inferences are difficult to make. Referring to the text for specific details is not necessary because they already know the information. Their opinion is more important than the facts from the text 	<ul style="list-style-type: none"> Not everything the author writes is important. A conclusion is not just found at the end of the text. Inferences can be easy to make. You must refer to the text for specific details. Your opinion is not more important than the facts from a text.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> How to identify text evidence that supports their analysis How to make inferences (using prior knowledge and text) How punctuation can impact a sentence. Sentence syntax 	<ul style="list-style-type: none"> Cite text evidence that supports their analysis Make inferences Draw conclusions Apply knowledge of conventions of language 	<ul style="list-style-type: none"> Competent – The students will show mastery of the concept of approaching and interacting with informational (non-fiction) text. Conscientious – The students will exhibit this trait through their

<ul style="list-style-type: none"> • Parts of speech • Relevant information (e.g. facts, definitions, concrete details, quotations, observations) • Organizational patterns (e.g. definitions, classification, comparison/contrast, and cause /effect) • Style (e.g. formal, informal, specific audience) • Effective introduction/hook (e.g. one that is separate from the body and presents a thesis argument) • Linking/Transition words, phrases, clauses • Character responses to situations • Reaction/Response (e.g. why was the event important? How did the event make you feel?) • Difference between relevant and irrelevant details • Sequence of events • Closure/Ending/Conclusion • Literature TDA response: TAG + verb + how (title, author, genre, plus a verb and a how)/START Sentence • Quote integration (ICE) – Introduce, cite evidence, explain/analyze • How to write a summary • How to determine the central idea • How to analyze the central ideas relationship to supporting details • Text features • Text structure • The difference between fiction/nonfiction • Literacy knowledge (print concepts, genres, etc.) • Vocabulary knowledge • Language structure • How to identify text evidence that supports their analysis • How to compare two texts 	<ul style="list-style-type: none"> • After reading a grade level text, write a response to a prompt • Be able to create an argument • Engage the reader with an introduction/hook that presents the topic • Write a START sentence • Write a TAG + verb + how sentence • Group related information logically • Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • Link idea within and across categories and information using words, phrases, clauses • Use precise language and domain specific (academic) vocabulary to inform about or explain the topic • Quote integration (ICE) – introduce, cite evidence, explain/analyze • Determine the central idea • Analyze the development of an idea throughout the text • Analyze the central idea’s relationship to supporting details • Identify supporting details • Read and comprehend grade level fiction texts • (Apply) Fluent execution and coordination of word recognition and text comprehension • Cite text evidence that supports their analysis 	<p>hardworking and self-directed desire to “attack” the informational text.</p>
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Academic Vocabulary:

<ul style="list-style-type: none"> • Before – During – After reading strategies • Central idea • Conclusion • Connections 	<ul style="list-style-type: none"> • ICE • Inference • Sequence • Style 	<ul style="list-style-type: none"> • Summary • Syntax • TDA
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Evidence: Assessments and Performance Task(s)

- Quiz
 - Various individual, group and whole class performance tasks
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Interdisciplinary Connections:

Additional Resources:

- Various grade level texts
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Created By:

Tyler Bechtel

		Course: Reading Grade Level: 8 Unit: 4
Course/Subject: Reading	Grade: 8	Suggested Timeline: 4th Marking Period

Grade Level Summary	Students will be able to independently use their learning to: <ul style="list-style-type: none"> • Comprehend and evaluate complex texts across a range of types and disciplines. • Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures. • Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message. • Communicate effectively for varied purposes and audiences. • Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond. Citation: https://www.pdesas.org/CMap/CFramework#
Grade Level Units	Unit 1: Informational Text: Approaching, Reading, and Interacting Unit 2: Informational Text: Evaluating and Analyzing Unit 3: Fiction: Approaching, Reading, and Interacting Unit 4: Fiction: Evaluating and Analyzing

Unit Title	Unit 4: Fiction: Evaluating and Analyzing
Unit Summary	Students will be challenged with evaluating and analyzing various grade level texts. (focusing on POV, theme, figurative language and supporting details)

Unit Essential Questions: <ol style="list-style-type: none"> 1. How do good readers approach different texts? 2. How do we determine the central idea of the text? 3. How do good readers use evidence to support written and spoken assertions? 4. How do I determine which evidence most strongly supports an analysis of the text? 5. How do we apply before, during, and after reading strategies to enhance the understanding of the text? 6. Why is reading critically important to everyday life? 7. How do we determine a text's point of view? 8. How do we determine the theme of a text? 9. How does figurative language influence my understanding of the text? 10. How do we analyze a filmed story to determine its faithfulness to the original text. 	Key Understandings: <ol style="list-style-type: none"> 1. Different texts require different approaches to reading. 2. Applying before, during, and after reading strategies enhances the understanding of the text. 3. Reading is critically important to everyday life. 4. Critical readers use evidence to support written and spoken assertions.
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Focus Standards Addressed in the Unit:	
Standard Number	Standard Description

1) CC.1.3.8.B 2) CC.1.3.8.C	1) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. 2) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
3) CC.1.3.8.D 4) CC.1.3.8.F	3) Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. 4) Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
5) CC.1.3.8.G 6) CC.1.3.8.J	5) Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. 6) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7) CC.1.3.8.K	7) Read and comprehend literary fiction on grade level, reading independently and proficiently

Important Standards Addressed in the Unit:

1) CC.1.4.8.A 2) CC.1.4.8.B 3) CC.1.4.8.C	1) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly. 2) Identify and introduce the topic clearly, including a preview of what is to follow 3) Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
4) CC.1.4.8.D 5) CC.1.4.8.E 6) CC.1.4.8.F	5) Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. 6) Write with an awareness of the stylistic aspects of composition. 7) Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
7) CC.1.4.8.S 8) CC.1.4.8.T	8) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction 9) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
9) CC.1.4.8.U 10) CC.1.5.8.A	10) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 11) Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
11) CC.1.5.8.G	12) Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> POV can only be first, second, or third person There are no "good" books. Referring to the text for specific details is not necessary because I already know the information. Your opinion is more important than the facts from the text. An objective summary includes students' opinions. Everything the author writes is important. 	<ul style="list-style-type: none"> POV can be more than first, second, and third person There can be "good" books Referring to the text is always necessary Your opinion is never more important than facts from the text A summary never includes opinions Not everything the author writes is important

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

<ul style="list-style-type: none"> • Relevant academic vocabulary (summary, central idea, supporting details, objective) • How to write a summary • How to determine the central idea • How to analyze the central idea's relationship to supporting details • How punctuation impacts a sentence • Sentence syntax • Parts of speech • How to identify text evidence that supports their analysis • How to make inferences • Figurative language knowledge (how does it impact the story) • How to determine a character's point of view • How to determine theme • Style (e.g. formal, informal, specific audience) • Effective introduction/hook (e.g. one that is separate from the body and present a thesis argument) • Linking/Transition words, phrases, clauses • Difference between relevant and irrelevant details • Sequence of events • Closure/Ending/Conclusion • Literature TDA response: TAG + verb + how (title, author, genre, plus a verb and a how) • Nonfiction TDA response: START sentence (source, topic, author, right verb and topic) • Quote integration (ICE) – introduce, cite evidence, explain/analyze 	<ul style="list-style-type: none"> • Determine the central idea • Provide objective summaries • Analyze the development of an idea throughout the text • Analyze central idea's relationship to supporting details • Identify supporting details • Apply knowledge of conventions of language • Cite text evidence that supports your analysis • Make inferences • Read and comprehend grade level informational texts • Apply fluent execution and coordination of word recognition and text comprehension • Identify a character's point of view • Identify and analyze a text's theme • Identify and analyze figurative language and how it impacts our understanding of a text. • Engage the reader with an introduction/hook that presents the topic • Write a START sentence • Write a TAG + verb + how sentence • Group related information logically • Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic • Link ideas within and across categories and information using words, phrases, clauses • Use precise language and domain-specific (academic) vocabulary to inform about or explain the topic. • Quote integration (ICE) - introduce, cite evidence, explain/analyze 	<ul style="list-style-type: none"> • Competent – The students will show mastery of the concept of approaching and interacting with informational (non-fiction) text. • Conscientious – The students will exhibit this trait through their hardworking and self-directed desire to “attack” the informational text.
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Academic Vocabulary:

<ul style="list-style-type: none"> • Argument • Before – During – After reading strategies • Conclusion • Evidence 	<ul style="list-style-type: none"> • Figurative language • ICE • POV • Sequence • Style 	<ul style="list-style-type: none"> • Syntax • TDA • Theme
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Quiz • Various individual, group and whole class performance tasks

Interdisciplinary Connections:

Additional Resources:

- Various grade level texts

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