

Grade Curriculum Map
Instructional Plan for 8 Reading
Robert J. Buss
St. Paul's Lutheran School
Revised: June 2021

Grade 8 Curriculum
Instructional Plan for Classical Language Arts: Reading
Submitted by Robert J. Buss
Written: July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
A U G U S T & S E P T E M B E R	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Oral reading Reading comprehension Speed reading Vocabulary building Writing and Speaking in Response to Literature Self-management - Organization skills manage time and tasks effectively Reflection skills (re)consider the process of learning; choose and use ATL skills Research & Information literacy skills find, interpret, judge and create information Media literacy skills interact with media to use and create ideas and information Develop proper discernment according to the truths of Scripture <p>Oral Reading Strive for increased:</p> <ul style="list-style-type: none"> Accuracy, fluency, phrasing Good expression, comprehension f Improvement of flow Pace and comprehension while reading silently Ability to follow along and comprehend as others read orally Vocabulary development through words and definitions in read-aloud passages 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 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. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) 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. 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment Concept Vocabulary and Word Study - Context clues Project Retelling a story Monologue Analyze the Media Complete Comprehension check and write a brief summary of the selection 	<p>Novels</p> <ul style="list-style-type: none"> Mark Twain: Prince & the Pauper The Fault in Our Stars
O C T O B E R	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Oral reading Reading comprehension Speed reading Vocabulary building Writing book reports Close Read ellipses details sensory language repetition Analyzing visual metaphors Analyzing art Analyze the Text <p>Oral Reading Strive for increased:</p>	<ul style="list-style-type: none"> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment Formative: Connect: Ideas within selection 	<p>Novels</p> <ul style="list-style-type: none"> To Kill A Mockingbird

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		<ul style="list-style-type: none"> • Accuracy, fluency, phrasing • Good expression, comprehension f Improvement of flow • Pace and comprehension while reading silently • Ability to follow along and comprehend as others read orally • Vocabulary development through words and definitions in read-aloud passages • Concept Vocabulary and Word Study Latin Suffix: - ion Latin Suffix: -ent Latin suffix: -strict Greek Root: trauma- • Recognizing and using 3 parts of speech; noun, verb, pronoun • 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 the director or actors. 		<p>to what you already know and have read</p> <ul style="list-style-type: none"> • Respond: 2 column character/reader response journal • 	
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<p>N O V E M B E R</p>	<ul style="list-style-type: none"> 19 	<ul style="list-style-type: none"> Oral reading Reading comprehension Speed reading Vocabulary building • Activities: Close Read author's purpose dialogue ellipses parentheses bias analogy parallel structure tone Analyze the Text Analyze Craft and Structure Characterization in Nonfiction Author's Argument Determine main ideas and supporting details/Analyze conflicting arguments 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. 	<ul style="list-style-type: none"> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <p>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.</p>	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment 	<p>Novels</p> <ul style="list-style-type: none"> Writings of Confucious
<p>D E C E M B E R</p>	<ul style="list-style-type: none"> 15 	<ul style="list-style-type: none"> Analyze Craft and Structure Analyze Text Structures in Drama Character Motivation Central Idea and Supporting Details Author's Style: Word Choice Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Answer factual, interpretive, and inferential comprehension and discussion questions 	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. Form and use verbs in the active and passive voice. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.* 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment Formative: Connect: Ideas within selection to what you already know and have read Respond illustrate a scene or chapter: Complete Comprehension check and write a 	<p>Novels</p> <ul style="list-style-type: none"> A Day No Pigs Would Die

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		<ul style="list-style-type: none"> • Poetry Points: • Develop appreciation of poetry • Lay foundation for future literature study • Perform in front of an audience • Recite in unison • Use appropriate expression and volume • Increase vocabulary • Demonstrate comprehension of emotion and content • Develop a mental visualization of the poem • Discuss meaning and purpose of poems • Use proper observation of punctuation 		<p>brief summary of the selection</p>	

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J A N U A R Y	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Story Grammar Theme <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text Character: <ul style="list-style-type: none"> How characters in a story or drama respond to challenges How the speaker in a poem reflects upon a topic; Summarize the text. Weekly penmanship exercises Two poems committed to memory Determining an author's POV Explanatory Essay Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions 	<ul style="list-style-type: none"> 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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. Use an ellipsis to indicate an omission. Spell correctly. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). 	<ul style="list-style-type: none"> Daily language assignments Weekly Spelling lists Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment 	Novels <ul style="list-style-type: none"> Science-Fiction Cradlesong by C.S. Lewis Phyllis Wheatley
F E B R U A R Y	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Story Grammar Theme <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text Character: <ul style="list-style-type: none"> How characters in a story or drama respond to challenges How the speaker in a poem reflects upon a topic; Summarize the text. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Author's Purpose and Point of View 	<ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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 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. 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment Respond: four character perspective journal Complete Comprehension check and write a brief summary of the selection 	Novels <ul style="list-style-type: none"> The Boy in the Striped Pajamas Gwendolyn Brooks

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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. Analyze literary devices throughout the text Build appreciation for good literature and a love of reading 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	<ul style="list-style-type: none"> Reading comprehension quizzes Weekly Spelling lists 	Novels <ul style="list-style-type: none"> The House on Mango Street
A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., non-fiction, graphic novel, multimedia presentation of fiction, folktale, myth, poem). Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 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. 	<ul style="list-style-type: none"> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 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 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment 	Novels <ul style="list-style-type: none"> The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum

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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Mastery to Read and comprehend literature, including stories, dramas, and poetry, at the high end of grade level text complexity band, independently and proficiently. Identify and analyze the effect of literary terms such as the dramatic structure, irony, tone, dialect, metaphor, and assonance and consonance 	<ul style="list-style-type: none"> 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 the director or actors By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 	<ul style="list-style-type: none"> Daily Reading Assignments graded through oral, expository, and norm-referenced formative assessment Formative: Connect: Ideas within selection to what you already know and have read Respond in final essay comparing any two novels from the year. 	Novels <ul style="list-style-type: none"> Radio Play: Dark They Were and Golden Eyed by Ray Bradbury