Reading 8 Curriculum

Unit 1

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons / Suggested Resources	Vocabulary	Standards/ Eligible Content
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is the difference between fiction and nonfiction?	Fiction vs Nonfiction	Students will be able to Analyze whether or not a statement can be proven Compare and contrast fiction and nonfiction Define literary terms associated with fiction and nonfiction	3 days Reader's Journey 6-7 Teacher generated supplements	Fiction Nonfiction Elements of Fiction Elements of Nonfiction	CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does prediction increase comprehension?	Making predictions	Students will be able to Use text structure, visual cues, graphic aids, and key words to make predictions. Support predictions with	5 days Reader's Journey 8-13 "The Vision of Maya Ying Lin" Teacher generated supplements	Modify Verify Formulate Preview Predict	CC.1.2.8.B 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. E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says

	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How is a prefix similar to a suffix? How does an affix change the meaning of a word?	Prefixes and Suffixes	information and facts. Verify and modify predictions during and after reading a text. Students will be able to Choose the appropriate prefix or suffix to add to a word to fit a given definition. Use knowledge of prefixes and suffixes to determine meaning of unfamiliar words.	1 day Readers Journey 16-17 Teacher Generated Materials	Prefix Suffix Root Word Etymology	explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.8.B 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. E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference, conclusions, and/or generalizations drawn from the text. CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 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. a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or
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				function in a sentence) as
				a clue to the meaning of a
				word or phrase.
				Word or prinaser
				b.Use common, grade-
				appropriate Greek or
				Latin affixes and roots as
				clues to the meaning of a
				word (e.g., precede,
				recede, secede).
				receut, sectuci.
				c.Determine the meaning
				of technical words and
				phrases used in a text.
				E08.B-V.4.1.2
				Demonstrate
				Understanding of
				figurative language, word
				relation-ships, and
				nuances in word
				meanings.
				a.Interpret figures of
				speech (e.g., verbal irony,
				puns) in context.
				b.Use the relationship
				between particular words
				to better understand
				each of the words.
				c.Distinguish among the
				connotations
				(associations) of words
				with similar denotations
				(definitions) (e.g.,
				bullheaded, willful, firm,
				persistent, resolute).
				E08.B-C.2.1.3
				Determine how the
				author uses the meaning
				of words or phrases,
				including figurative,
				connotative, or technical
				meanings, in a text;
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				analyze the impact of
				specific word choices on
				meaning and tone,
				including analogies or
				allusions to other texts.
				CC.1.2.8.J
				Acquire and use
				accurately general
				academic and domain-
				specific words and
				phrases, sufficient for
				reading, writing,
				speaking, and listening at
				the college- and career-
				readiness level;
				demonstrate
				independence in
				gathering vocabulary
				knowledge when
				considering a word or
				phrase important to
				comprehension or
				expression.
				E08.B-V.4.1.1
				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.
				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
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C.Determine the meaning of technical words and phrases used in a text. CC.1.2.8. K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. EOB.B.V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 readings of content, choosing flexibly from a range of strategies. J. Section 1.2. Section 1.				
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				CC.1.3.8.I
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				appropriate Greek or
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				accurately grade-
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				academic and domain-
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				phrases; gather
				vocabulary knowledge
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				or phrase important to
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	l			expression.

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				E08.A.V.4.1.1 Determine or clarify the meaning of unknown and multiple0meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
				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).
				E08.A.V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
				a.Interpret figures of speech (e.g., verbal irony, puns) in context.
				b.Use the relationship between particular words to better understand each of the words.
				c.Distinguish among the connotations (associations) of words with similar denotation

r e t c t i i	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the elements of a narrative text?	Narrative Elements (including character, setting, plot, and conflict	The student will be able to Define and identify character, setting, conflict, and plot Mark text while reading Synthesize notes marked on a text	5 days Readers Journey 22-33 "Occupation: Conductorette" Teacher Generated Materials	Narrative Character Setting Conflict Plot	(definitions) (e.g., bullheaded, willful, firm, persistent, resolute). CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
r e t c t i i	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the different types of conflict?	Conflict	Students will be able to Define, identify, and analyze conflict and resolution in fiction Distinguish between external and internal conflict Track the development and resolution of conflict by marking text while reading	2 days Readers Journey 34-35 Teacher Generated Materials "Tears of Autumn" Graphic Organizer	Conflict Resolve External Conflict Internal Conflict	CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Unit 1: Mid-Unit Assessment

		Unit 1: M	id-Unit Assessmei	nt		
Compreh requires a enhances thinking a construct through t intention interactic between and text.	elements develop? what do deta infer? what is the		Students will be able to Analyze plot while reading. Label plot elements.	5 days Readers Journey 36-49 "Amigo Brothers" Teacher Generated Materials	Plot Conflict Plot Pyramid Exposition Rising Action Climax Falling Action Resolution	CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.
Compreh requires a enhances thinking a construct through t intention interaction between and text.	and author's purpose for writing? ed he al	Author's Purpose	Students will be able to Analyze and evaluate purposes authors have for writing Identify the author's purpose in a passage using text clues	4 days Readers Journey 62-65 Teacher Generated Materials	Establish Convince Interpret To inform To persuade To entertain To reflect	CC.1.2.8.D 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. E08.B-C.2.1.1 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. CC.1.3.8.D Analyze how difference in the points of view of the characters and the audience ore reader (e.g., created through the use of dramatic irony) create such effects as suspense

						or humor. E08-A-C.2.1.1 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.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does setting influence mood?	Setting and Mood	Students will be able to Identify sensory language in literature Analyze how authors use imagery to create setting and mood Describe how setting helps to convey mood	5 days Readers Journey 66-73 "The Day it Rained Cockroaches" Teacher Generated Materials	Setting Mood Imagery Images Sensory Details	CC.1.3.8.C Analyze how particular lines of a dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. E08.A-K.1.1.3 Analyze how particular lines of a dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What is theme? What is the difference between direct and implied themes?	Theme	Students will be able to Identify literary theme as a message or insight about life. Differentiate between direct and implied themes. Identify themes in reading passages. Compare themes in two literary works.	5 days Readers Journey 74-87 "The Grass Harp" "From Child of the Owl" Teacher Generated Materials	Main Idea Theme	CC.1.2.8.A 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. E08.B-K.1.1.2 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. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text.
						text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. E08.A-K.1.1.2 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

			Unit	1 Assessment			
	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can adequate knowledge of literary elements increase a reader's comprehension of a novel?	Novel Study	able to Demonstrate comprehension through a variety of classroom activities	15 days Zen and the Art of Faking It. Jordan Sonnenblick	Theme Mood Main Idea Author's Purpose Prediction Plot Fiction Conflict Setting Mood	CC.1.3.8.A 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. CC.1.2.8.A 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.
				Unit 2			
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons / Suggested Resources	Vocabulary	Standards/ Eligible Content
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction	What is an inference? What influence does making an inference have on predictions?	Making Inferences	Students will be able to Use academic vocabulary when making inferences.	3 days Readers Journey 110-115 "Animals Among Us"	Infer Assume Conclude Inferences Conclusions Assumption	CC.1.2.8.B 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.
	between reader and text.			Mark reading passages to identify	Teacher Generated Materials		E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of

			information			what the text says
			useful for making			explicitly as well as
			_			inferences, conclusions,
			inferences.			and/or generalizations
						drawn from the text.
			Combine text			
			information and			CC.1.2.8.L
			background			Read and comprehend
			knowledge to			literary nonfiction and informational text on
			make inferences.			grade level, reading
			make interestes.			independently and
						proficiently.
			Use inferences			
			from the reading			CC.1.3.8.B
			passage to			Cite the textual evidence
			support			that most strongly
			predictors.			supports an analysis of
			•			what the text says explicitly, as well as
						inferences, conclusions,
						and/or generalizations
						drawn from the text.
						E08.A-K1.1.1
						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.
						CC.1.3.8.K
						Read and comprehend
						literary fiction on grade
						level, reading
						independently and
Comprehensis	Mhatia tha ari-in	Root Words and	Students will be	1 day	Root	proficiently. CC.1.2.8.F
Comprehension	What is the origin			1 day		Analyze the influence of
requires and	of a root word?	Origins	able to		Origin	the words and phrases in
enhances critical				Readers Journey		a text including figurative,
thinking and is	What is the		Analyze the	116-117		connotative, and
constructed	definition of a		Greek or Latin			technical meanings, and
through the	root word?		root word to	Teacher		how they shape meaning

				and tone.
intentional		determine word	Generated	E08.B-V.4.1.1
interaction		definition.	Materials	Determine or clarify the
between reader				meaning of unknown and
and text.		Apply knowledge		multiple-meaning words
		of word origins		or phrases based on
		to build		grade 8 reading and
		vocabulary.		content, choosing flexibly
		vocabalar y.		from a range of
				strategies.
				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.Determine the meaning
				of technical words and
				phrases used in a text.
				E08.B-V.4.1.2
				Demonstrate
				understanding of
				figurative language, word
				relationships, and nuances in word
				meanings.
				5 -
				a.Interpret figures of
				speech (e.g., verbal irony,
				puns) in context.
				b.Use the relationship
				between particular words
				to better understand
				each of the words.

c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). E08.B-C.2.1.3
(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
(definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
bullheaded, willful, firm, persistent, resolute).
persistent, resolute).
E08.B-C.2.1.3
E08.B-C.2.1.3
Determine how the
author uses the meaning
of words or phrases,
including figurative,
connotative, or technica
meanings, in a text;
analyze the impact of
specific word choices on
meaning and tone,
including analogies or
allusions to other texts.
and sons to other texts.
CC.1.2.8.J
Acquire and use
accurately grade-
appropriate general
academic and domain-
specific words and
phrases; gather
vocabulary knowledge
when considering a wor
or phrase important to
comprehension or
expression.
E08.B-V.4.1.1
Determine or clarify the
meaning of unknown an
multiple-meaning words
or phrases based on
grade 8 reading and
content, choosing flexib
from a range of
strategies.
a.Use context (e.g., the
overall meaning of a
sentence or paragraph,

				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).
				receue, seceue,.
				c.Determine the meaning
				of technical words and
				phrases used in a text.
				r
				CC.1.2.8.K
				Determine or clarify the
				meaning of unknown and
				multiple-meaning words
				and phrases based on
				grade-level reading and
				content, choosing flexibly
				from a range of strategies
				and tools.
				una coois.
				E08.B-V.4.1.1
				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.
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				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.
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				b.Use common, grade-
				appropriate Greek or
				Latin affixes and roots as
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				clues to the meaning of a
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				recede, secede).
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ļ				c.Determine the meaning
ļ				of technical words and
ļ				phrases used in a text.
				princises asea in a text.
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!				CC.1.3.8.I
				Determine or clarify the
ļ				meaning of unknown and
ļ				multiple-meaning words
ļ				and phrases based on
ļ				grade-level reading and
				content, choosing flexibly
				from a range of strategies
				and tools.
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ļ				E08.A.V.4.1.1
				Determine or clarify the
ļ				meaning of unknown and
				multiple-meaning words
				or phrases based on
ļ				grade 8 reading and
ļ				content, choosing flexibly
				from a range of
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ļ				strategies.
				a.Use context (e.g., the
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				overall meaning of a
				sentence or paragraph, a
ļ				word's position or
				function in a sentence) as
				a clue to the meaning of a
ļ				word or phrase.
				b.Use common, grade-
ļ				appropriate Greek or
				Latin affixes and roots as
				clues to the meaning of a
				word (e.g., precede,
				recede, secede).
				, , -
ļ				CC.1.3.8.J
!				Acquire and use
	1			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.
			E08.A.V.4.1.1 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.
			a.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).
			E08.A.V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
			a.Interpret figures of speech (e.g., verbal irony, puns) in context.

Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What purpose does flashback serve in writing? What effect does foreshadowing have on predictions?	Flashback and Foreshadowing Unit 2: Mid-	Students will be able to Identify an example of a flashback in writing. Analyze an example of a flashback to determine its purpose. Identify an example of foreshadowing and predict its outcomes.	5 days Readers Journey 120-137 "The Scarlet Ibis" Teacher Generated Materials	Flashback Chronological Order Foreshadow	b. Use the relationship between particular words to better understand each of the words. c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Comprehension requires and enhances critical	What are the similarities and differences	Compare and Contrast	Students will be able to	4 days Readers Journey	Compare Contrast	CC.1.2.8.C Analyze how a text makes connections among the distinctions between

thinking and is constructed through the intentional interaction between reader and text.	between two subjects?		Extract information from nonfiction texts to make meaningful comparisons of two subjects. Compare and contrast to improve reading comprehension of nonfiction texts.	"Extreme Weather Hurricanes and Tornadoes" Graphic Organizer Teacher Generated Materials		individuals, ideas, or events. E08-B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). CC.1.3.8.E 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. E08.A-C.2.1.2 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.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the types of characters? How do characters develop?	Types of Characters	Students will be able to Analyze characters in literature. Analyze characters and describe their traits.	2 days Readers Journey 156-157 "Raymond's Run" Graphic Organizer Teacher Generated Materials	Character Major Character Minor Character Protagonist Antagonist Dynamic Character Static Character Round Character Flat Character	CC.1.3.8.C 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. E07.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction	What is direct characterization? What is indirect characterization? What are the types of	Characterization	Students will be able to Restate direct characterization. State traits based on indirect	4 days Readers Journey 158-160 "Raymond's Run" Graphic Organizer	Character Major Character Minor Character Protagonist Antagonist Dynamic Character Static Character	CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.8.C 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.
	between reader and text.	characters? How do characters develop?		characterization.	Teacher Generated Materials	Round Character Flat Character	Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
2 days Point of View	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What point of view did the author write a story? Why did the author choose a point of view to convey a story?	Point of View	Students will be able to Read and explain the point of view	Readers Journey Teacher Generated Materials.	First Person Point View Third Person Omniscient Point of View Third Person Limited Point of View Third Person Objective	CC.1.2.8.D 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. E08.B-C.2.1.1 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.

						CC.1.3.8.D 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. E08.A-C.2.1.1 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.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What are the types of irony?	Irony	Students will be able to Define and recognize dramatic, situational, and verbal irony.	6 days Readers Journey 174-183 "Tell Tale Heart" Teacher Generated Materials.	Irony Verbal irony Situational irony Dramatic irony	CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the actin, reveal aspects or a character, or provoke a decision. CC.1.3.8.D 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. E08.A-C.2.1.1 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. CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can adequate knowledge of literary elements increase a reader's comprehension of a novel?	Unit 2 A	Students will be able to Demonstrate comprehension through a variety of classroom activities	15 days Notes From the Midnight Driver Jordan Sonnenblick	Theme Mood Main Idea Author's Purpose Prediction Plot Fiction Conflict Setting Mood Inference Flashback Foreshadow Character Characterization Irony Point of View Compare Contrast	CC.1.3.8.A 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. CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relatio9nship to supporting ideas; provide an objective summary of the text.

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				Unit 4			
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons / Suggested Resources	Vocabulary	Standards/ Eligible Content
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do readers paraphrase?	Paraphrasing	Students will be able to Paraphrase passages to monitor reading comprehension in fiction and nonfiction texts. Use paraphrasing to convey key information and interpretations of passages.	2 days Readers Journey 292-297 "For Some Pain is Orange" Teacher Generated Materials	Paraphrase Convey Emphasize	CC.1.2.8.A 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. E08.B-K.1.1.2 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. CC.1.3.8.A 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. E08-A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text.

						lot; provide an objective summary of the text.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	What techniques are used to create imagery? How does language relate to the five senses?	Imagery	Students will be able to Define and use literary terms related to imagery. Analyze and interpret imagery in poetry.	2 days Readers Journey 300-305 "Alabanza: In Praise of Local 100" Teacher Generated Materials	Imagery Sensory Language Word Choice Diction Visualize	CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). CC.1.3.8.C 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. E08.A-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader	How are symbols used in literature to convey a message?	Symbolism	Students will be able to Define symbols and identify how they are used in literature. Describe how	3 days Readers Journey 306-311 "Kim" "The Road Not Taken"	Symbolism	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 Determine or clarify the

1		•••		mooning of unlinearing and
and text.		specific symbols		meaning of unknown and
		convey an	Teacher	multiple-meaning words
		author's	Generated	or phrases based on
			Materials	grade 8 reading and
		message.	iviateriais	content, choosing flexibly
				from a range of
				strategies.
				- U
				a.Use context (e.g., the
				overall meaning of a
				sentence or paragraph, a
				word's positions 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),
				recede, secede,
				c.the meaning of
				technical words and
				phrases used in a text.
				pinases asea in a text.
				E08.B-V.4.1.2
				Demonstrate
				understanding of
				figurative language, word
				relationships, and
				nuances in word
				meanings.
				=
				a.Interpret figures of
				speech (e.g., verbal irony,
				puns) in context.
				b.Use the relationship
				between particular words
				to better understand
				each of the words.
				c.Distinguish among the
				connotations
				(associations) of words

		with similar denotations
		(definitions) (e.g.,
		bullheaded, willful, firm,
		persistent, resolute).
		personal processing reconstruction
		E08.B-C.2.1.3
		Determine how the
		author uses the meaning
		of words or phrases,
		including figurative,
		connotative, or technical
		meanings, in a text;
		analyze the impact of
		specific word choices on
		meaning and tone,
		including analogies or
		allusions to other texts.
		CC.1.3.8.F
		Analyze the influence of
		the words and phrases in
		a text including figurative
		and connotative
		meanings and how they
		shape meaning and tone.
		E08.A-C.2.1.3
		Determine how the
		author uses the meaning
		of words or phrases,
		including figurative and
		connotative meanings, in
		a text; analyze the impact
		of specific word choices
		on meaning and tone,
		including analogies or
		allusions to other texts.
		E08.A-V.4.1.1
		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.

Comprehension requires and	How is figurative language used in	Figurative Language	Students will be able to	5 days	Figurative Language	a.Interpret figures of speech (e.g., verbal irony, puns) in context. b.Use the relationship between particular words to better understand each of the words. c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). CC.1.2.8.F Analyze the influence of the words and phrases in
						c.Determine the meaning of technical words and phrases used in a text. E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
						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),
						a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions or function in a sentence) as

thinking and is constructed	How is figurative	Explain figurative language using	312-317	Direct Metaphor Extended	a text including figurative, connotative, and
through the	language used in	literary terms.	"Hope is the	Metaphor	technical meanings, and
intentional	poetry?	interary terms.	Thing with	Implied Metaphor	how they shape meaning
interaction	poetry:	Analyze	Feathers"	Simile	and tone.
between reader		figurative	reathers	Metaphor	E08.B-V.4.1.1
and text.		language in	"Dreams"	Personification	Determine or clarify the meaning of unknown and
		poetry.		Hyperbole	multiple-meaning words
			"The City is So	Analogy	or phrases based on grade 8 reading and
		Distinguish	Big"		content, choosing flexibly
		direct, indirect,			from a range of
		and extended			strategies.
		metaphors.	Teacher		a.Use context (e.g., the
			Generated		overall meaning of a
			Materials		sentence or paragraph, a
					word's positions or
					function in a sentence) as
					a clue to the meaning of a word or phrase.
					word or prinase.
					b.Use common, grade-
					appropriate Greek or
					Latin affixes and roots as
					clues to the meaning of a word (e.g., <i>precede</i> ,
					recede, secede),
					c.Determine the meaning
					of technical words and phrases used in a text.
					piliases useu ili a text.
					E08.B-V.4.1.2
					Demonstrate
					understanding of
					figurative language, word relationships, and
					nuances in word
					meanings.
					-
					a.Interpret figures of
					speech (e.g., verbal irony, puns) in context.
					puns, in context.

			b.Use the relationship
			between particular words
			to better understand
			each of the words.
			c.Distinguish among the
			connotations
			(associations) of words
			with similar denotations
			(definitions) (e.g.,
			bullheaded, willful, firm,
			persistent, resolute).
			persistent, resolute).
			E08.B-C.2.1.3
			Determine how the
			author uses the meaning
			of words or phrases,
			including figurative,
			connotative, or technical
			meanings, in a text;
			analyze the impact of
			specific word choices on
			meaning and tone,
			including analogies or
			allusions to other texts.
			CC.1.3.8.F
			Analyze the influence of
			the words and phrases in
			a text including figurative
			and connotative
			meanings and how they
			shape meaning and tone.
			E08.A-C.2.1.3
			Determine how the
			author uses the meaning
			of words or phrases,
			including figurative and
			connotative meanings, in
			a text; analyze the impact
			of specific word choices
			on meaning and tone,
			including analogies or
			allusions to other texts.
			E08.A-V.4.1.1

				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.
				strategies.
				a.Use context (e.g., the
				overall meaning of a
				sentence or paragraph, a
				word's positions or
				function in a sentence) as
				a clue to the meaning of a
				a ciue to the meaning of a
				word or phrase.
				h Han sammar
				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.Determine the meaning
				of technical words and
				phrases used in a text.
				E08.A-V.4.1.2
				Demonstrate
				understanding of
				figurative language, word
				relationships, and
				nuances in word
				meanings.
				a.figures of speech (e.g.,
				verbal irony, puns) in
				context.
				b.Use the relationship
				between particular words
				to better understand
				each of the words.
				233. 31 1110 110103.
				c.Distinguish among the
				connotations
<u> </u>	I	1		55.7106460115

						(associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
require enhance thinkin construction through intention interace	in determining unknown words? ucted gh the ional ction en reader	Unit 4: Mid-Context Clues	Jnit Assessment Students will be able to Determine the meaning of unfamiliar words using context clues.	2 days Readers Journey 328-333 "The Rhythms of Rap" Teacher Generated	Context Confirm Idioms Clarify	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative and technical meanings, and how they shape meaning and tone. E08.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words
and tex	XL.			Materials		or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions 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. Determine the meaning of technical words and phrases used in a text.

				E08.B-V.4.1.2
				Demonstrate
				understanding of
				figurative language, word
				relationships, and
				nuances in word
				meanings.
				meanings.
				a.Interpret figures of
				speech (e.g., verbal irony,
				puns) in context.
				puns) in context.
				h tta dha adata ada
				b.Use the relationship
				between particular words
				to better understand
				each of the words.
				c.Distinguish among the
				connotations
				(associations) of words
				with similar denotations
				(definitions) (e.g.,
				bullheaded, willful, firm,
				persistent, resolute).
				E08.B-C.2.1.3
				Determine how the
				author uses the meaning
				of words or phrases,
				including figurative,
				connotative, or technical
				meanings, in a text;
				analyze the impact of
				specific word choices on
				meaning and tone,
				including analogies or
				allusions to other texts.
				66.13.81
				CC.1.2.8.J
				Acquire and use
				accurately grade-
				appropriate general
				academic and domain-
				specific words and
				phrases; gather
				vocabulary knowledge
			<u> </u>	when considering a word
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				or phrase important to
				comprehension or
				expression.
				E08.B-V.4.1.1
				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.
				allso contout to a the
				a.Use context (e.g., the
				overall meaning of a
				sentence or paragraph, a
				word's positions 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.Determine the meaning
				of technical words and
				phrases used in a text.
				CC.1.2.8.K
				Determine or clarify the
				meaning of unknown and
				multiple-meaning words
				and phrases based on
				grade-level reading and
				content, choosing flexibly
				from a range of strategies
				and tools.
				E08.B-V.4.1.1
				Determine or clarify the
				meaning of unknown and
				multiple-meaning words
	•	1		

or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions 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.Determine the meaning of a word (e.g., precede, recede, secede), c.Determine the meaning of a the control of the control o
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clues to the meaning of a word (e.g., precede, recede, secede), c.Determine the meaning of technical words and phrases used in a text. CC.1.3.8.I Determine or clarify the
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Determine or clarify the
Determine or clarify the
meaning of unknown and
multiple-meaning words
and phrases based on
grade-level reading and
content, choosing flexibly
from a range of strategies
and tools.
E08.A.V.4.1.1
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.
a.Use context (e.g., the
overall meaning of a

				sentence or paragraph, a
				word's positions 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.Determine the meaning
				of technical words and
				phrases used in a text.
				CC.1.3.8.J
				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.
				E08.A.V.4.1.1
				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.
				-
				a.Use context (e.g., the
				overall meaning of a
				sentence or paragraph, a
				word's positions or
				function in a sentence) as
				a clue to the meaning of a
				word or phrase.
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						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.Determine the meaning of technical words and phrases used in a text.
						E08.A.V.4.1.2 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.
						a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions 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.Determine the meaning of technical words and phrases used in a text.
Comprehension requires and enhances critical thinking and is constructed	How are sound devices used in poetry?	Sound Devices	Students will be able to Analyze sound devices in poetry	1 day Readers Journey 334-335	Sound Devices Rhyme Rhyme Scheme Stanza End Rhyme	CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and

through the		and pros	se. "Onomatopoeia"	Internal Rhyme	how they shape meaning
intentional				Pun	and tone. E08.B-V.4.1.1
interaction			Teacher	Onomatopoeia	Determine or clarify the
between re	ader		Generated		meaning of unknown and
and text.			Materials		multiple-meaning words
					or phrases based on
					grade 8 reading and
					content, choosing flexibly from a range of
					strategies.
					a.Use context (e.g., the
					overall meaning of a sentence or paragraph, a
					word's positions 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.Determine the meaning
					of technical words and
					phrases used in a text.
					E08.B-V.4.1.2
					Demonstrate
					understanding of figurative language, word
					relationships, and
					nuances in word
					meanings.
					a.Interpret figures of
					speech (e.g., verbal irony,
					puns) in context.
					b.Use the relationship
					between particular words
					to better understand
					each of the words.

<u></u>				
				c.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
				E08.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or
				allusions to other texts. CC.1.3.8.E 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.
				E08.A-C.2.1.2 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.
				E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact

			of specific word choices
,			on meaning and tone,
			including analogies or
			allusions to other texts.
			CC.1.3.8.F
			Analyze the influence of
			the words and phrases in
			a text including figurative
			and connotative
			meanings and how they
			shape meaning and tone.
			snape meaning and tener
			E08.A-C.2.1.3
			Determine how the
,			author uses the meaning
			of words or phrases,
			including figurative and
			connotative meanings, in
,			a text; analyze the impact
			of specific word choices
			on meaning and tone,
			including analogies or
			allusions to other texts.
			diffusions to other texts.
			E08.A-V.4.1.1
			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.
			strategies.
			a.Use context (e.g., the
			overall meaning of a
,			sentence or paragraph, a
,			word's positions or
			function in a sentence) as
,			a clue to the meaning of a
,			word or phrase.
			word or prinase.
			b.Use common, grade-
,			appropriate Greek or
			Latin affixes and roots as
· · · · · · · · · · · · · · · · · · ·	l l	l l	clues to the meaning of a

						word (e.g., precede, recede, secede),
						c.Determine the meaning of technical words and phrases used in a text.
						E08.A-V.4.1.2 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.
						a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions 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.the meaning of technical words and phrases used in a text.
Comprehension requires and enhances critical	How are sound devices used in poetry?	Rhythm and Meter	Students will be able to	4 days Readers Journey	Rhythm Meter Iamb	CC.1.2.8.F Analyze the influence of the words and phrases in
thinking and is	poon y.		Examine poetry	336-343	Accent	a text including figurative, connotative, and
constructed			to understand	"- 1	Scanning	technical meanings, and how they shape meaning
through the intentional			meter.	"The Gettysburg Address"	Foot lambic	and tone.
interaction			Analyze rhythm	Addiess	Pentameter	E08.B-V.4.1.1
between reader			and meter in	"Slam, Dunk,		Determine or clarify the

	and text.		poetry.	Hook"	meaning of unknown and
	dia texti		poet. y.	HOOK	multiple-meaning words
					or phrases based on
				"The Eagle"	grade 8 reading and
					content, choosing flexibly
				Teacher	from a range of
					strategies.
				Generated	strategies.
				Materials	a.Use context (e.g., the
					overall meaning of a
					sentence or paragraph, a
					word's positions 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.Determine the meaning
					of technical words and
					phrases used in a text.
					E08.B-V.4.1.2
					Demonstrate
					understanding of
					figurative language, word
					relationships, and
					nuances in word
					meanings.
					J
					a.Interpret figures of
					speech (e.g., verbal irony,
					puns) in context.
					. ,
					b.Use the relationship
					between particular words
					to better understand
					each of the words.
					223 31 1110 110103.
					c.Distinguish among the
					connotations
					(associations) of words
1	1	l		l .	(associations) of words

				with similar denotations
				(definitions) (e.g.,
				bullheaded, willful, firm,
				persistent, resolute).
				<i>p</i> = = = = = ,
				E08.B-C.2.1.3
				Determine how the
				author uses the meaning
				of words or phrases,
				including figurative,
				connotative, or technical
				meanings, in a text;
				analyze the impact of
				specific word choices on
				meaning and tone,
				including analogies or
				allusions to other texts.
				CC.1.3.8.E
				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.
				meaning and style.
				E08.A-C.2.1.2
				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.
				2 2 6 2 2 64,60
				E08.A-C.2.1.3
				Determine how the
				author uses the meaning
				of words or phrases,
				including figurative and
				connotative meanings, in
				a text; analyze the impact
				of specific word choices
				on meaning and tone,
				including analogies or
				allusions to other texts.
	I	ı		and storis to other texts.

			CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
			E08.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			E08.A-V.4.1.1 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.
			a.Use context (e.g., the overall meaning of a sentence or paragraph, a word's positions 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.Determine the meaning of technical words and

			<u> </u>	1	<u> </u>	1	phrases used in a text.
							piliases useu ili a text.
							E08.A-V.4.1.2
							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.
							a.Use context (e.g., the
							overall meaning of a
							sentence or paragraph, a word's positions 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.Determine the meaning
							of technical words and
			lini+ 4	Assessment			phrases used in a text.
	_		Offit 4	Assessifient			
Novel Study	Comprehension	How can adequate	Novel Study	Students will be	15 days	Irony	CC.1.3.8.A
	requires and	knowledge of		able to		Point of View	Determine a theme or central idea of a text and
	enhances critical	literary elements			The Giver Lois	Compare	analyze its development
	thinking and is	increase a reader's		Read a novel.	Lowry	Contrast	over the course of the
	constructed	comprehension of				Theme	text, including its
	through the	a novel?		Demonstrate		Mood	relationship to the characters, setting, and
	intentional			comprehension		Main Idea	plot; provide an objective
	interaction			by utilizing skills		Author's Purpose	summary of the text.
	between reader			from unit 1, 2,		Prediction	
	and text.			and 3.		Plot	CC.1.2.8.A
						Fiction	Determine a central idea
						Conflict	of a text and analyze its

						Setting Mood Inference Flashback Foreshadow Character Characterization	development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
			ι	Jnit 3			
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons / Suggested Resources	Vocabulary	Standards/ Eligible Content
45 Days	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do authors communicate a main idea?	Main Idea	Students will be able to Analyze and explain the main idea and supporting details of information text.	2 days Readers Journey 212-217 "What Makes a Car Run?" Teacher Generated Materials	Main Idea Suggest Imply Supported	CC.1.2.8.A 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. E08-B-K.1.1.2 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. CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the text.

						summary of the text.
						E08.A-K.1.1.2 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 lot; provide an objective summary of the text.
Comprehensio requires and enhances critic thinking and is constructed through the intentional interaction between reade and text.	use fact and opinion in writing?	Fact and Opinion	Students will be able to Distinguish statements of fact from opinion. Analyze how writers use facts to support or undermine an opinion. Analyze how writers cite sources to prove or disprove statements of fact.	2 days Readers Journey 252-257 "America the Not So Beautiful" Teacher Generated Materials	Fact Justified Cite Opinion Bias	CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence. E08-B-C.3.1.1 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.
Comprehensio requires and enhances critic thinking and is constructed	author's	Biography, Autobiography, Author's Perspective	Students will be able to Analyze elements used in	3 days Readers Journey 258-265	Biography Autobiography Author's Purpose	CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
through the			biographies and	"Narrative of The		E08.B-K.1.1.3

intentional interaction between reader and text.			autobiographies. Analyze author's perspective in an autobiography.	Life of Frederick Douglass" Teacher Generated Materials		Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories). CC.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How does author's writing affect the reader and the story purpose?	Author's Style	Students will be able to Analyze author's writing style. Evaluate how an author's writing style can affect the reader. Determine how an author's writing style is influenced by his or her purpose.	3 days Readers Journey 266-271 "Volar To Fly" Teacher Generated Materials	Author's Style	CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. E08.B-C.2.1.2 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. CC.1.3.8.E 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. E08.A-C.2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of two or more texts, and analyze how the differing

							structure of each text contributes to its meaning and style.
Unit 3 Assessment							
Novel Study	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How can adequate knowledge of literary elements increase a reader's comprehension of a novel?	Novel Study	Students will be able to Demonstrate comprehension through a variety of classroom activities	15 days Scat Carl Hiaason	Irony Point of View Compare Contrast Theme Mood Main Idea Author's Purpose Prediction Plot Conflict Setting Mood Inference Flashback Foreshadow Character Characterization	CC.1.3.8.A 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. CC.1.2.8.A 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.