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

				information and facts. **Verify and modify predictions during and after reading a text.**			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.
	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**	**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	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

							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 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; |

| | | | | | | | 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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							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 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*). c.Determine the meaning of technical words and phrases used in a text.

							CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly rom 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 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*). 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 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

						(definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
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	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.
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						

| | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | **How do plot elements develop?**

What do details infer?

What is the central idea of a text? | **Plot** | **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. |
| | Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. | **What is the author's purpose for writing?** | **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, 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. |

	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 *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 between reader and text.	**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.** **Mark reading passages to identify**	3 days Readers Journey 110-115 "Animals Among Us" Teacher Generated Materials	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. E08.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of

| | | | | information useful for making inferences.

Combine text information and background knowledge to make inferences.

Use inferences from the reading passage to support predictors. | | | what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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-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 proficiently. |
| | Comprehension requires and enhances critical thinking and is constructed through the | **What is the origin of a root word?**

What is the definition of a root word? | **Root Words and Origins** | **Students will be able to…**

Analyze the Greek or Latin root word to | 1 day

Readers Journey 116-117

Teacher | Root
Origin | 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 |

	intentional interaction between reader and text.			**determine word definition.** **Apply knowledge of word origins to build vocabulary.**	Generated Materials		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 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.

							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.1.2.8.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.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 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 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*).
							c.Determine the meaning of technical words and phrases used in a text.
							CC.1.3.8.I 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 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*).
							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.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 denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
	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**	**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	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.
<td colspan="8" align="center">Unit 2: Mid-Unit Assessment</td>
	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.**	150-155 "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.

								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.	**What is direct characterization?** **What is indirect characterization?** **What are the types of characters?** **How do characters develop?**	**Characterization**	**Students will be able to…** **Restate direct characterization.** **State traits based on indirect characterization.**	4 days Readers Journey 158-160 "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. 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.
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 of 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.

<table>
<tr><td colspan="8" align="center">Unit 2 Assessment</td></tr>
<tr>
<td></td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How can adequate knowledge of literary elements increase a reader's comprehension of a novel?</td>
<td><strong style="color:red">Novel Study</td>
<td>Students will be able to…

Demonstrate comprehension through a variety of classroom activities</td>
<td>15 days

Notes From the Midnight Driver Jordan Sonnenblick</td>
<td>Theme
Mood
Main Idea
Author's Purpose
Prediction
Plot
Fiction
Conflict
Setting
Mood
Inference
Flashback
Foreshadow
Character
Characterization
Irony
Point of View
Compare
Contrast</td>
<td>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.</td>
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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, including its relationship to the characters, setting and

							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

				specific symbols convey an author's message.	Teacher Generated Materials		meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
and text.							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.
							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*). 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.

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	Comprehension requires and enhances critical	**How is figurative language used in narratives?**	**Figurative Language**	**Students will be able to…**	5 days Readers Journey	Figurative Language Figures of Speech	CC.1.2.8.F Analyze the influence of the words and phrases in

thinking and is constructed through the intentional interaction between reader and text.	**How is figurative language used in poetry?**		**Explain figurative language using literary terms.** **Analyze figurative language in poetry.** **Distinguish direct, indirect, and extended metaphors.**	312-317 "Hope is the Thing with Feathers" "Dreams" "The City is So Big" Teacher Generated Materials	Direct Metaphor Extended Metaphor Implied Metaphor Simile Metaphor Personification Hyperbole Analogy	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 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.

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.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.
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								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.
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							(associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

<table>
<tr><td colspan="8" style="background:#F47C7C; color:white; text-align:center">Unit 4: Mid-Unit Assessment</td></tr>
<tr>
<td></td>
<td>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</td>
<td>How are context clues resourceful in determining unknown words?</td>
<td>Context Clues</td>
<td>Students will be able to…

Determine the meaning of unfamiliar words using context clues.</td>
<td>2 days

Readers Journey 328-333

"The Rhythms of Rap"

Teacher Generated Materials</td>
<td>Context
Confirm
Idioms
Clarify</td>
<td>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 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.</td>
</tr>
</table>

							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*). 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.1.2.8.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.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 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 |

							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.I 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

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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 intentional interaction between reader and text. | | | **and prose.** | "Onomatopoeia"

Teacher Generated Materials | Internal Rhyme
Pun
Onomatopoeia | 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 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. |

							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.

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 |
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							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 thinking and is constructed through the intentional interaction between reader	**How are sound devices used in poetry?**	**Rhythm and Meter**	**Students will be able to…** **Examine poetry to understand meter.** **Analyze rhythm and meter in**	4 days Readers Journey 336-343 "The Gettysburg Address" "Slam, Dunk,	Rhythm Meter Iamb Accent Scanning Foot Iambic Pentameter	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

				poetry.	Hook"		meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
and text.					"The Eagle"		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.
					Teacher Generated Materials		
							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.
							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.

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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 |
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							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.
Unit 4 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…** **Read a novel.** **Demonstrate comprehension by utilizing skills from unit 1, 2, and 3.**	15 days *The Giver* Lois Lowry	Irony Point of View Compare Contrast Theme Mood Main Idea Author's Purpose Prediction Plot Fiction Conflict	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

							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.

Unit 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 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, including its relationship to the characters, setting and 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.	**How do authors 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.
	Comprehension requires and enhances critical thinking and is constructed through the	**How does author's perspective impact writing?**	**Biography, Autobiography, Author's Perspective**	**Students will be able to…** **Analyze elements used in biographies and**	3 days Readers Journey 258-265 "Narrative of The	Biography Autobiography Author's Purpose	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

	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 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.