POCONO MOUNTAIN SCHOOL DISTRICT

Reading Enhancement: Grade 8

Course Description:
Reading Enhancement for grade 8 will focus on Common Core Standards, learning strategies, and test taking skills for the grade 8 PSSA tests. Primary content focus will be based on integration of previous student deficiencies based on data into the relevant grade 8 PSSA Eligible Content Standards. Continued progress monitoring and guided personalized instruction of non-proficient skill areas will be incorporated into lessons and assignments to help ensure master of eligible content standards.

Students will receive 55 minutes of reading instruction in addition to their regularly scheduled ELA class. The additional time for instruction will be scheduled in place of one out of the two related arts rotations for 90 days. Ongoing communication between the Reading Enhancement teacher, students and parents will occur through progress reports, report cards, phone contacts, email, conferences, etc.

Student Selection:
Students were recommended for this 55 minute class based on the following criteria:
- PSSA Scores
- Marking period grades and local benchmark assessments

Best Practice:
Core instructional content based on eligible content standards will be reinforced through the use of:
- Direct instruction
- Teacher feedback
- Common Core Appendix B Exemplars
- Starter Passages
- Thoughtful questioning:
- *"Through the art of thoughtful questioning teachers can extract not only factual information, but aid learners in : connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding".
- Personalized instruction
- Interactive small group cliques
- Continued review and teacher modeling
- Independent practice
- Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)
- Researched based learning strategies
- Constructed response through guided and independent assignments
- Other research based strategies/activities as per class and individual needs
  *Erickson, H.L.(2007) *Concept-based curriculum and instruction for the thinking classroom.*

Data and Assessment:
Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need.

Ongoing Assessment:
As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards.
- Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency.
  - o Formative and summative assessments will be utilized as part of classroom assessment practices.
  - o Diagnostic assessments including the CDT's, IRI, CBA's, STAR and StudyIsland assessments will be used as additional information for differentiation.
    - All assessments will be shared through communication between the Reading Enhancement and 8th grade ELA teachers on an ongoing basis.

A post-test will be given to determine growth of each student at the end of the 90 days.

- Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need.
- Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.

<u>Differentiating Instruction:</u>

StudyIsland, Reading Coach, PSSA Released Items, and other resources listed in the curriculum will be utilized to help differentiate instruction based on student data and needs.

Pocono Mountain Reading Enhancement Course

Students entering the seventh and eighth grades, who are not reading on grade level, have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based interventions and strategies, based on the Common Core Standards, which have been proven successful in **accelerating** the development of reading skills in struggling readers.

Instruction for struggling readers will be explicit and systematic. Teachers will provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure concept mastery. Pocono Mountain has many resources in place to support this type of instruction.

Improving the reading proficiency and achievement of our struggling readers requires intensive intervention. True intensive intervention must be provided through increased instructional time, taught by certified reading specialists, in reading enhancement classes. The intensity of the intervention will be determined using the most recent data available from reliable and valid assessments.

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences provided in our Reading Enhancement course.

Based on the assessment data, Instruction and materials will accommodate the individual needs of students.

Technology is available for students to support and enhance development of competencies in reading.

Students will be provided with independent-level reading resources, incorporated on a daily basis through a variety of genres and cultures allowing for the greatest degree of student choice.

Teachers are responsible for monitoring students' independent reading to ensure students are actively engaged in the reading process. Students will be held accountable for their independent reading. Progress monitoring will be continuous.

Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included in the PMSD Reading Enhancement Program for those students showing deficiency in these areas. Regular fluency checks will be given, comprehension will be monitored by follow-up questions, as well as passage retell.

Formal and informal testing will determine the duration of the students' enhancement experience.

It is the goal of Pocono Mountain, that every student graduates reading on grade level.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

READING ENHANCEMENT: GRADE 8	STATE STANDARD AREA/UNIT:	Reading Informational Text	TIME FRAME:	90 Days

NATIONAL COMMON CORE STANDARDS:

Key Ideas and Details
- **8.RI.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8.RI.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.
- **8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure
- **8.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other text.
- **8.RI.5** 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.
- **8.RI.6** 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.

Integration of Knowledge and Ideas
- **8.RI.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia_ to present a particular topic or idea.
- **8.RI.8** 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 in a introduced.
- **8.RI.9** Analyze a case in which two or more texts provide confliction information on the same topic and identify where the texts disagree on matters of face or interpretation.

Range of Reading and Level of Text Complexity
- **8.RI.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band independently and proficiently.

INSTRUCTIONAL TOOLS

Core instructional content based on eligible content standards will be reinforced through the use of:
- Academic histories
- Direct instruction
- Teacher feedback
- Common Core Appendix B Exemplars
- Starter Passages
- Thoughtful questioning*
- Learning journals
- Conferencing
- Tickets out
- Personalized instruction
- Interactive small group cliques
- Continued review and teacher modeling
- Independent practice
- Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)
- Researched based learning strategies
- Constructed response through guided and independent assignments
- Other research based strategies/activities as per class and individual needs
*Erickson, H. L.. (2007) *Concept-based curriculum and instruction for the thinking classroom*.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ESSENTIAL QUESTIONS	VOCABULARY	ASSESSMENT
1. How do you cite textual evidence to support analysis of what the text explicitly says or infers? 2. How do you determine the central idea of a text and analyze its development? How do you provide an objective summary of the text? 3. How do you analyze connections between individuals, events, and ideas in a text? 4. How do you determine meaning of words and phrases included in figurative and connotative meaning and how do you analyze impact of word choices on meaning and tone including analogies or allusions to other texts? 5. How do you analyze in detail the structure an author uses to organize text? 6. How do you determine an author's point of view or purpose in a text and how do you analyze how an author acknowledges and responds to conflicting evidence? 7. How do you evaluate the advantages and disadvantages in using different mediums? 8. How do you delineate and evaluate an argument and claims in a text? How do you assess whether the reasoning is sound and the evidence is relevant? 9. How do you analyze a case in which two or more texts provide conflicting information on the same topic?	Appendix C and teacher selected vocabulary needed for close reading of complicated text Isabel Beck's Tier III Vocabulary as it relates to primary sources and cross-curricular text	Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need. Ongoing Assessment: As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards. Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency. • Formative and summative assessments will be utilized as part of classroom assessment practices. • Diagnostic assessments including the CDT's, IRI, CBAs, STAR and StudyIsland assessments will be used as additional information for differentiation. All assessments will be shared through communication between the Reading Enhancement and 8th grade ELA teachers on an ongoing basis. A post-test will be given to determine growth of each student at the end of the 90 days. • Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need. • Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

PA COMMON CORE ASSESSMENT ANCHORS	PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES
KEY IDEAS AND DETAILS **Main Idea** **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. **Text Analysis** **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. **Analysis Development/Connections** **CC.1.2.8.C:** Analyze how a text makes connections among and distinctions between individuals, ideas or events. *** **CRAFT AND STRUCTURE** **Point of View** **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. **Text Structure** **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. **Vocabulary** **CC.1.2.8.F:** Determine 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-K.1.1: Demonstrate understanding of key ideas and details in informational texts.** **E08.B-K.1.1.1** • 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.. **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 that text. **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). *** **E08.B-C.2.1: Demonstrate understanding of craft and structure in information texts.** **E0.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. **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. **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 a specific word choice on meaning and tone, including analogies or allusions to other texts.

UNIT OF INSTRUCTION: READING INFORMATIONAL TEXT

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

PA COMMON CORE ASSESSMENT ANCHORS	PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES

INTEGRATION OF KNOWLEDGE AND IDEAS
Evaluating Arguments
CC.1.2.8.H: Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
 	
Analysis Across Texts
CC.1.2.8.I: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation..
 	
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VOCABULARY ACQUISITION AND USE
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.
 	
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.
 	
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-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.
	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.
	E08.B-C.3.1.2
	• Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.
	
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	E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
	E08.B-V.4.1.1
	• Determine or clarify the meaning of unknown and multiple-meaning words and 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-B.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*

UNIT OF INSTRUCTION: READING INFORMATIONAL TEXT

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATION ACTIVITIES:
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

MAINTENANCE:		SUSTAINABILITY:	
	Based on student academic histories, small-group instruction will be comprised of grade-level directed instruction using grade-level passages supporting Common Core standards from the students' point of challenge. Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts. Take-home practice will be distributed for concept reinforcement. On-going mandatory student conferencing will be held and documented in learning journals.		• Review and reinforcement • Guided application in cross-curricular disciplines • Cooperative groups • Educational games • Technology-based activities • Continued formative assessment • Power point • Motivational techniques • Multi-modality guided instruction • YouTube • Teacher-to-teacher consultation

RESOURCES:

Appendix A: Nonfiction Resources
Appendix C: Vocabulary
Common Core Exemplars

- **Print Sources**
  - Released PSSA tests
  - Primary source documents
  - Short Stories, excerpts, and poetry aligned to the exemplars listed in Appendix B of the Common Core
  - Prefixes/Suffixes/Roots Power Points and resources
  - Keystone Glossary to the Assessment Anchors and Eligible Content
  - *Pennsylvania PSSA Coach* Triumph Learning
  - Additional teacher selected resources
  - Thinking Maps
  - Prentice Hall Grade 8 Literature Book
- **Digital Sources**
  - SAS Portal
  - Study Island
  - Quizlet
  - Quizlet Flash Cardshttp://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/
  - Test Designer http://www.testdesigner.com/questions/Reading_Strategies
  - K12 Reader http://www.k12reader.com
  - http://www.teachertube.com
  - Reading Comprehension http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html
  - http://udltechtoolkit.wikispaces.com/
  - Purdue's Online Writing Lab http://owl.english.purdue.edu/owl/
  - Literary Analysis http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial
  - eReading Worksheets http://www.ereadingworksheets.com/
  - http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/
  - Additional teacher-approved selected online resources
- **Teacher Created Materials**
  - Designed as per student need for differentiation

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

READING ENHANCEMENT: GRADE 8	STATE STANDARD AREA/UNIT:	Reading Literature (Fiction) Text	TIME FRAME:	90 Days

NATIONAL COMMON CORE STANDARDS:

Key Ideas and Details
- **8.RL.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **8.RL.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.
- **8.RL.3** 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.

Craft and Structure
- **8.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings: analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.
- **8.RL.5** 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.
- **8.RL.6** 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.

Integration of Knowledge and Ideas
- **8.RL.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **8.RL.8** (Not applicable to literature.)
- **8.RL.9** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity
- **8.RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

INSTRUCTIONAL TOOLS

Core instructional content based on eligible content standards will be reinforced through the use of:
- Academic histories
- Direct instruction
- Teacher feedback
- Common Core Appendix B Exemplars
- Starter Passages
- Thoughtful questioning*
- Learning journals
- Conferencing
- Tickets out
- Personalized instruction
- Interactive small group cliques
- Continued review and teacher modeling
- Independent practice
- Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)
- Researched based learning strategies
- Constructed response through guided and independent assignments
- Other research based strategies/activities as per class and individual needs
*Erickson, H. L.. (2007) *Concept-based curriculum and instruction for the thinking classroom*.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ESSENTIAL QUESTIONS	VOCABULARY	ASSESSMENT
1. How do you cite textual evidence that most strongly supports analysis of what the text explicitly says or infers? 2. How do you determine a theme or the central idea of a text and analyze its development? 3. How do you analyze how particular lines of dialogue or incidents in a story reveal aspects of a character or provoke a decision? 4. How do you determine meaning of words and phrases included in figurative and connotative meaning? 5. How does a poem's or drama's form or structure contribute to its meaning and style and how do they create such effects as suspense or humor? 6. How do you analyze the extent to which a film or live production of a story stays faithful to or departs from the text or script? 7. How do you analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works?	Appendix C and teacher selected vocabulary needed for close reading of complicated text I	Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need. Ongoing Assessment: As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards. Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency. • Formative and summative assessments will be utilized as part of classroom assessment practices. • Diagnostic assessments including the CDT's, IRI, CBAs, STAR and StudyIsland assessments will be used as additional information for differentiation. All assessments will be shared through communication between the Reading Enhancement and 8th grade ELA teachers on an ongoing basis. A post-test will be given to determine growth of each student at the end of the 90 days. • Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need. • Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

	PA COMMON CORE ASSESSMENT ANCHORS	PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES
UNIT OF INSTRUCTION: READING LITERATURE TEXT	**KEY IDEAS AND DETAILS** **Theme** **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. **Text Analysis** **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. **Literary Elements** **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. *** **CRAFT AND STRUCTURE** **Point of View** **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. **Text Structure** **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. **Vocabulary** **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-K.1.1: Demonstrate understanding of key ideas and details in informational texts.** **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 inferences, conclusions, and/or generalizations drawn from 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. **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. *** **E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.** **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. **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.

PA COMMON CORE ASSESSMENT ANCHORS	PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES

INTEGRATION OF KNOWLEDGE AND IDEAS
Text Analysis
CC.1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
 	
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VOCABULARY ACQUISITION AND USE
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.
 	
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 flexible from a range of strategies and tools.
 	
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-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
	
	E08.A-C.3.1.1
	• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.
	
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	E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
	
	E08.A-V.4.1.1
	• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	    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.
	    a. 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 relationships 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).*

UNIT OF INSTRUCTION: READING LITERATURE TEXT

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATION ACTIVITIES:		
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.		
MAINTENANCE:	Based on student academic histories, small-group instruction will be comprised of grade-level directed instruction using grade-level passages supporting Common Core standards from the students' point of challenge. Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts. Periodic fluency checks will be administered as needed, and a running record of results will be documented. Take-home practice will be distributed for concept reinforcement. On-going mandatory student conferencing will be held and documented in learning journals.	**SUSTAINABILITY:** • Review and reinforcement • Guided application in cross-curricular disciplines • Cooperative groups • Educational games • Technology-based activities • Continued formative assessment • Power point • Motivational techniques • Multi-modality guided instruction • YouTube • Teacher-to-teacher consultation

RESOURCES:

Appendix A: Nonfiction Resources
Appendix C: Vocabulary
Common Core Exemplars

- **Print Sources**
    - Released PSSA tests
    - Primary source documents
    - Short Stories, excerpts, and poetry aligned to the exemplars listed in Appendix B of the Common Core
    - Prefixes/Suffixes/Roots Power Points and resources
    - Keystone Glossary to the Assessment Anchors and Eligible Content
    - *Pennsylvania PSSA Coach* Triumph Learning
    - Additional teacher selected resources
    - Thinking Maps
    - Prentice Hall Grade 8 Literature Book
- **Digital Sources**
    - SAS Portal
    - Study Island
    - Quizlet
    - Quizlet Flash Cardshttp://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/
    - Test Designer http://www.testdesigner.com/questions/Reading_Strategies
    - K12 Reader http://www.k12reader.com
    - http://www.teachertube.com
    - Reading Comprehension http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html
    - http://udltechtoolkit.wikispaces.com/
    - Purdue's Online Writing Lab http://owl.english.purdue.edu/owl/
    - Literary Analysis http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial
    - eReading Worksheets http://www.ereadingworksheets.com/
    - http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/
    - Additional teacher-approved selected online resources
- **Teacher Created Materials**
    - Designed as per student need for differentiation

K-12 ELA Vocabulary
(revised June, 2012)

K	1	2	3	4	5
Alphabet	Adjectives	Adverb	Abstract nouns	Affix	Affix
Author	Audience	Alliteration	Audience	Animations	Analyze
Back	Blends	Analyze	Bold	Categorize	**Author's craft**
Beginning	Character trait	Apostrophe	Captions	Chronology	Compare
Book	Collaborate	Bold Print	Cause/Effect	Concrete Words	Complex informational text
Capital	Comma	Caption	Comparative	Drama	**Conclude**
Characters	Complete and compound sentence	Compare	Complex sentence	First Hand Account	Conjunctions
Consonant	Comprehend	Conclusion	Conclusion	Formatting	Consult
Details	Conjunction	Context Clue	Context clues	Headings	Contrast
Different	Connections	Contraction	Diagrams/maps	Inference	**Debate**
End	Define	Contrast	Dialogue	Interactive Elements	Dialect
Events	Detail	Definition	Fable	Meter	Dialogue
Exclamation mark	Diagraph	Diagram	Figurative language	Mythology	Elaborate
Fluent	Discussion	Expression	Folktale	Narration	Establish
Front	Explanatory text	Fable	Headings	Paraphrase	Evaluate
Group	Expression	Facts	Histroical events	Pose (ask a question)	Evidence
Illustrations	Fable	Folktale	Hyperlinks	Prepositional Phrases	Expression
Illustrator	Fluency	Genre	Informational text	Prose	Figurative language
Letters	Glossary	Historical Text	Italics	Quotations	Fluency
Like	Heading	Icon	Keywords	Relative Adverbs/Pronouns	Inference
Listen	Informational text	Index	Line	Root	**Interjections**
Lowercase	Lesson ("moral" of the story)	Informative	Literal/non-literal	Second Hand Account	Interpret
Main topic	Narrative text	Introduction	Main idea	Sensory Details	Mood
Middle	Nouns (common, proper, possessive)	Main idea	Mood	Stage Directions	Multi-media
period	Opinion	Moral	Moral	Theme	Perspective
Question mark	Phrase	Paragraph	Multisyllable	Timelines	**Prepositions**
Read	Plot	Point of View	Myth	Transitional words	Quote
Retell	Poem	Reflexive	Narrator	Verse	Reflection
Retelling	Prefix	Revise/edit	Opinion		Register
Rhyme	Problem	Rhyme	Opinion		Research
Setting	Pronouns	Rhythm	Plot/story line		Stanza
Sight word	Punctuation	Subheading	Point of view		Summarize
Sound out	Research	Topic	Prefix/Suffix		Theme
Space	Root word		Scene		Tone
Text	Segment		Sidebars		**Validity**
Title	Sequence		Slang		Voice
Title Page	Setting		Stanza		

K-12 ELA Vocabulary
(revised June, 2012)

K	1	2	3	4	5
Uppercase	Solution		Subheadings		
Vowel	Solve		Superlative		
Word	Solved		Text features		
	Spelling rule		Theme/central message		
	Suffix		Traits		
	Summary				
	Syllables				
	Table of contents				
	Text feature				
	Verbs				
	Writing process				

K-12 ELA Vocabulary
(revised June, 2012)

6	7	8	English I	English II	English III & English IV
vague	alternate	Allusions	Allusion	Allegory	Abstract
thesis	analyze	Analogy	Antagonist	Allusion	Advocacy
significance	audience	Analyze	Aside	Anecdotal Information	Annotate
rubric	categorize	Argumentative	Bias	Archetype	Argument
relevant evidence	clarify	Bias	Character motivation	Audience	Articulate
pronouns	collaborate	Characterization	Characterization	Clarity	Citation
primary/secondary sources	complexity	Citation	Claim	Coherence	Context
preliminary determination	composition	Claim	Clauses	Colon Usage	Counterclaim
point of view	conceptual/concept	Connotation/denotation	Coherence	Connotation	Diction
plagiarism	concise	Elaborate	Comedy	Consensus	Digital media
perceive	Connotation/Denotation	Evaluate	Conflict	Credibility	Ethos
paraphrase	correspond	Evidence	Connotation	Cultural Perspective	Explicit
nuances	elaborate	Explanatory/information	Denotation	Denotation	Fallacy
multiple meaning words	embellish	Expository	Diction	Digital Media	Implicit
multimedia	Evaluate	Generalize	Dynamic character	Essay Types: Argumentative	Informational text/Literary no
interpret	evidence	Imagery/sensory	Evidence	Essay Types: Expository	Legal reasoning
inquiry	Explanatory	Inference	Figurative language	Essay Types: Narrative	Logos
Informational text	Explicit	Irony	Foil	Euphemism	MLA/APA
Inference	exposure	Literal/Figurative	Hyperbole	Generalization	Nuance
implied	figurative	Memoir	Inference	Grammatical Clauses	Paradox
Greek/Latin affixes	format	Point of view	Monologue	Grammatical Phrases	Pathos
formal voice	function	Relevant/irrelevant	Mood	Oxymoron	Perspective
figurative/connotative	implement	Stereotype	Objective	Parable	Plagiarism
explicitly	inconsistencies	Style	Parallelism	Parallel Structure	Rhetoric
explanatory text	Inference	Support	Plagarism	Parenthetical Citation (MLA)	Sarcasm
elaborate	influence	Symbolism	Plot structure	Pronoun Types	Satire
cues (non-linguistic/linguistic)	interact	Theme	Protagonist	Semicolons Usage	Seminal
credible	literary	Thesis	Purpose	Simultaneous Narratives	Structure
convey	manipulate	Transition CC Vocabulary Words	Soliloquy	Synthesize	Style
conventions	mature	Satire	Static character	Thesis Statement	Subplot
coherent	medium	Textual Evidence	Subject verb agreement	Validity	Subtle
cite	mood (all ELA meanings)	Works Cited	Subjective	Works Cited	Syntax
bibliographic	Nuance		Theme		Synthesis
bias	Paraphrase		Thesis Statement		Textual evidence
analysis	Point of View		Tone		Theme/Central idea
	relevant		Tragedy		Understatement
	segment				Validity

K-12 ELA Vocabulary
(revised June, 2012)

6	7	8	English I	English II	English III & English IV
	structure				Voice
	synthesize				
	technical				
	tone				
	unique				
	valid				

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K-12 ELA Vocabulary
(revised June, 2012)

K	1	2	3	4	5
Alphabet	Adjectives	Adverb	Abstract nouns	Affix	Affix
Author	Audience	Alliteration	Audience	Animations	Analyze
Back	Blends	Analyze	Bold	Categorize	**Author's craft**
Beginning	Character trait	Apostrophe	Captions	Chronology	Compare
Book	Collaborate	Bold Print	Cause/Effect	Concrete Words	Complex informational text
Capital	Comma	Caption	Comparative	Drama	**Conclude**
Characters	Complete and compound sentence	Compare	Complex sentence	First Hand Account	Conjunctions
Consonant	Comprehend	Conclusion	Conclusion	Formatting	Consult
Details	Conjunction	Context Clue	Context clues	Headings	Contrast
Different	Connections	Contraction	Diagrams/maps	Inference	**Debate**
End	Define	Contrast	Dialogue	Interactive Elements	Dialect
Events	Detail	Definition	Fable	Meter	Dialogue
Exclamation mark	Diagraph	Diagram	Figurative language	Mythology	Elaborate
Fluent	Discussion	Expression	Folktale	Narration	Establish
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Sound out	Research	Topic	Prefix/Suffix		Theme
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Text	Segment		Sidebars		**Validity**
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Uppercase	Solution		Subheadings		
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Word	Solved		Text features		
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