EAST PENN SCHOOL DISTRICT

8TH GRADE READING SEMINAR

Approved 10/19
Effective 8/20

Unit 1: Comprehension Monitoring When Independent Reading

(This unit will be scaffolded through out the remaining units until independent use is mastered)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

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.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to monitor their comprehension of literary fiction and nonfiction on grade level and develop positive daily reading habits.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers listen to their inner conversation when engaging in a text.
U2: Good readers leave tracks of thinking as they create meaning from the text.
U3: Good readers use strategies to provide support when they stray from the text.
U4: Good readers recognize when they know or do not know something.
U5: Good readers stop, think, and react to the text.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the value of independent reading?
EQ2: What is the value of reading various genres?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...</td><td>Skills</td></tr>
</table>

	K1: Comprehension strategies are used to stay focused on the text or to help refocus if distracted. K2: Listening to their inner conversation builds understanding . K3: Paraphrasing key understandings enables them to summarize learning. K4: That visualizing, and empathizing as they read strengthens their connection to the text.	S1: I can recognize which strategy will be most useful for staying focused on the text. S2: I can notice when I am confused and use strategies to provide clarity. S3: I can ask questions about the text as I read. S4: I can explore my thinking and making connections to the text as I monitor my inner conversation. S5: I can make connections to real life, contemporary issues and problems across all genres/situations. S6: I can paraphrase and summarize to help me understand and remember what I have read.

Unit 2: Supporting Comprehension in Nonfiction

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

E06.B-K.1.1
Demonstrate understanding of key ideas and details in informational texts.

- 1.1.1 Cite 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.
- 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.
- 1.1.3 Analyze how a text makes connections among and distinctions individuals, ideas, or events (e.g., through comparisons, analogies, categories). steps).

CC.1.2.8.A
Determine a central idea of a text and

Transfer

Students will be able to independently use their learning to support their comprehension of nonfiction text.

Meaning

UNDERSTANDINGS
U1: Good readers use text features to derive meaning from the text.
U2: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.
U3: Good readers can identify and support the central idea of the text using key details.
U4: Good readers synthesize and infer to determine the central idea(s) of a page, section, or entire text.
U5: Good readers respond to text by citing evidence from the text to support their claim.

ESSENTIAL QUESTIONS
EQ1: What is the value of reading nonfiction?
EQ2: What is the value of reading various genres?

Acquisition

Students will know...
K1: Major text structures: sequencing, compare/contrast, problem/solution, cause/effect, description.
K2: Text features: title, headings, subheadings, captions, glossary, index, and visual aides.

Skills
S1: I can find (determine) the central idea of a nonfiction text.
S2: I can explain (analyze) how supporting ideas and details relate to and help to develop the central idea of the text.
S3: I can provide an unbiased summary of an informational text.

analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 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. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. E08.B-C.2.1 Demonstrate understanding of craft and structure in informational texts. ● 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. ● 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.E		S4: I can use textual evidence to explain what the text states directly (explicitly). S5: I can use textual evidence to support my thinking about inferences, generalizations , and/or conclusions. S6: I can analyze how individuals, ideas, and events interact within a text. S7: I can make and analyze distinctions between specific individuals, ideas, and events in a text. S8: I can analyze text structure and features to identify and analyze their functions within the text. S9: I can explain how structure, sentences and text features support the central idea of the text. S10: I can analyze how an author's word choice affects the meaning and tone of an informational text. S11: I can appropriately use academic and domain specific words and phrases. S12: I can determine or clarify the meaning of unknown words or phrases by using strategies.

Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept. 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 Demonstrate understanding of vocabulary and figurative language in informational texts. ● 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.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.		

Unit 3: Supporting Comprehension in Fiction

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

E08.A-K.1.1
Demonstrate understanding of key ideas and details in literature.
● 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.
● 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.
● 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.A
Determine a theme of central idea of a text and analyze its development</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to support their comprehension of literary fiction text.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Good readers use plot elements to identify problems, retell important events, and discover solutions.
U2: Good readers infer, interpret, and analyze the main characters and their relationships with other characters, their setting and events in the story.
U3: Good readers visualize and synthesize character and setting changes.
U4: Good readers monitor their understanding of figurative language to make meaning.
U5: Good readers identify and interpret theme.
U6: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.
U7: Good readers react and respond to idea connections.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the value of reading fiction?
2: What is the value of reading various genres?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Major plot elements: exposition, rise, climax, fall resolution</td><td>Skills
S1: I can find (determine) the theme of a fiction text.</td></tr>
</table>

over the course of the text, including its relationship to the characters, setting, and plot; provide and objective summary of the text CC.1.3.8.B Cite the text 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.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, provoke a decision. E08.A-C.2.1 Demonstrate understanding of craft and structure in literature. ● 2.1.2 Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. ● 2.1.3 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.	K2: Various forms of figurative language: Metaphor, simile, personification, onomatopoeia, idioms, alliteration, hyperbole K3: Plot versus theme.	S2: I can explain (analyze) how supporting ideas and details relate to and help to develop the theme of a fiction text. S3: I can provide an unbiased summary of a fiction text. S4: I can use textual evidence to explain what the text states directly (explicitly). S5: I can use textual evidence to support my thinking about inferences, generalizations , and/or conclusions. S6: I can explain how dialogue and actions in a story work together to develop the plot and reveal more about the characters. S7: I can figure out the deeper meanings of words and phrases as they are used in a fiction text. S8: I can explain how certain word choices influence the meaning and tone of a fiction text. S9: I can determine or clarify the meaning of unknown words, phrases, and figurative language by using strategies. S10: I can appropriately use academic and domain specific words, phrases, and figurative language.

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-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. ● 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 words (e.g., precede, recede, secede). ● 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). 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. 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 phrases important to comprehension or expression.		