

Course/Grade Level: Eighth Grade Reading Curriculum

Focus: Students will explain the relationship between an author's use of literary devices in a text and his/her purpose for writing the text. They will analyze persuasive reading and the techniques used by the author. They will analyze and synthesize text across all content areas.

R.8.1 Students will read fluently at grade level.

Students will...

- R.8.1.1 read expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*. (8.1.2.2)
- R.8.1.2 use knowledge of complex sentence structure to read. (8.1.2.3)
- R.8.1.3 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (8.1.2.5)

R.8.2 Students will develop vocabulary at grade level.

Students will...

- R.8.2.1 ▲ determine meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast*, clue words, *cause-effect*) from sentences or paragraphs. (8.1.3.1)
- R.8.2.2 locate and use reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task. (8.1.3.2)
- R.8.2.3 ▲ determine meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo Saxon ▲ roots, ▲ *prefixes*, and ▲ *suffixes* to understand complex words, including words in science, math, and social studies. (see appendix) (8.1.3.3)
- R.8.2.4 ▲ identify and determine the meaning of *figurative language* including ▲ *similes*, ▲ *metaphors*, ▲ *analogies*, ▲ *hyperbole*, ▲ *onomatopoeia*, ▲ *personification*, ▲ *idioms*, ▲ *imagery, and symbolism*. (8.1.3.4)
- R.8.2.5 distinguish between *connotative* and *denotative* meanings. (8.1.3.5)
- R.8.2.6 utilize grade level vocabulary.

R.8.3 Students will demonstrate knowledge of text characteristics (narrative, expository, technical, and persuasive) at grade level.
Students will...

- R.8.3.1 identify characteristics of *narrative, expository, technical, and persuasive texts*. (8.1.4.1)
- R.8.3.2 ▲ understand the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and use such features to locate information in and to gain meaning from appropriate-level texts. (8.1.4.2)
- Instructional Example: provide the students with magazines to locate as many text features as possible. The students and teacher discuss why that text feature was selected for that information.
- R.8.3.3 ▲ analyze how text structure (e.g., sequence, *problem-solution, comparison-contrast, description, cause-effect*) helps support comprehension of text. (8.1.4.6)
- R.8.3.4 ▲ explain the relationship between an author's use of literary devices in a text (e.g., ▲ foreshadowing, ▲ flashback ▲ irony, symbolism, tone, mood) and his or her purpose for writing the text. (8.1.4.11)

R.8.4 Students will comprehend a variety of texts (narrative, expository, technical, and persuasive) at grade level.

Students will...

R.8.4.1 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions. (8.1.4.3)

R.8.4.2 generate and respond logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text. (8.1.4.4)

R.8.4.3 ▲ use information from the text to make inferences and draw conclusions. (8.1.4.5)

R.8.4.4 ▲ compare and contrast varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes*, *persuasive techniques*) in one or more appropriate-level texts. (8.1.4.7)

Instructional Example: provide the student with a *technical piece* about assembling a skateboard, bicycle, or airplane. The student creates a concept map to identify the concept of physics presented in the *technical text*.

R.8.4.5 ▲ explain *cause-effect* relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*. (8.1.4.8)

Instructional Example: direct students to use a yellow highlighter to mark the cause and a green highlighter to mark the effects on a copy of a passage. Students discuss how one cause can have multiple effects.

R.8.4.6 ▲ use *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas*, main events, important details) from appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts* in logical order. (8.1.4.9)

Instructional Example: model how to use and give the students an example of *graphic organizer* on which to record *main idea* and supporting details after reading a short story in class.

R.8.4.7 ▲ identify the *topic*, *main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level texts. (8.1.4.10)

R.8.4.8 ▲ identify the author's position in a persuasive text and describe techniques the authors uses to support that position (e.g., bandwagon, approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion). (8.1.4.14)

R.8.4.9 ▲ distinguish between fact and opinion, and recognize propaganda (e.g., advertising, media, politics, warfare) bias, and stereotypes in various types of appropriate-level texts. (8.1.4.15)

Instructional Example: provide the students with advertisements to review and to determine which statements about a product are facts and which are opinions. Then students develop their own ad for the product utilizing both facts and opinions.

R.8.5 Students will use literary concepts to interpret and respond to text at grade level.

Students will...

- R.8.5.1 ▲ describe different aspects of *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and analyze how major characters are developed (e.g., through their thoughts, words, speech, patterns, actions) and how they change over time. (8.2.1.1)
- R.8.5.2 ▲ identify and describe the *setting* (e.g., environment, time of day or year, historical period, situation, place) and analyze connections between the *setting* and other story elements (e.g., character, plot). (8.2.1.2)
- Instructional Example: show travel brochures to students. The students create a travel brochure for the *setting* of a selected text.
- R.8.5.3 ▲ identify major and minor elements of the *plot* (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explain how these elements relate to one another. (8.2.1.3)
- R.8.5.4 recognize and explain aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring *themes* across works (e.g., bravery, loneliness, loyalty, friendship). (8.2.1.4)
- R.8.5.5 identify the use of literary devices (e.g., *foreshadowing, flashback, figurative language, imagery, symbolism*) in a text and explain how the author uses such devices to help establish *tone* and *mood*. (8.2.1.5)
- R.8.5.6 identify point of view (e.g., first person, third person limited, objective, omniscient). (8.2.1.6)
- R.8.5.7 analyze distinctive and shared characteristics of cultures through a variety of texts. (8.2.2.3)

Eighth Grade: Targeted Roots, Prefixes, and Suffixes

Roots:

agri	[L]	field/ agriculture
aud	[L]	sound/ audition
bene	[L]	good/ benefit
circum	[L]	around or about/ circumference
corp	[L]	body/ corpse
dict	[L]	speak/ dictate
dur	[L]	to last/ durable
equ/	[L]	equal/ equity
equi		
hydro	[G]	water/ hydrant
luna	[L]	moon/ lunatic
nav	[L]	ship/ navigate
ped	[L]	foot/ pedal
psych	[G]	mind/ psyche
sci	[L]	know/ science
sent/	[L]	feel/ senses
sens		
sol/soli	[L]	alone/ solitary
spec	[L]	see/ spectator

Prefixes:

ab-	away from/ absent
im-/il-/in-/ir-	not/ immobile, illegal, incorrect, irregular
inter-	between/ interstate
intra-	inside of/ intramural
mal-	bad/ maladjusted
uni-	single/ unicycle, uniform

Suffixes:

-ee	(n)	a person who receives that action/ employee
-ette/-et	(n)	small one/ kitchenette
-ian/-ion/-tion/-sion		
	(n)	a person who or the act, state, or condition of/ musician; information
-ive	(adj)	causing or making/ divisive