

8<sup>th</sup> Grade Reading  
Curriculum Mapping  
2019-2020  
Heather Andera

<b>Unit: The Outsiders</b>		<b>Time: October-November</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• b. Provide an objective summary of the text. 8.RL.2 Determine a theme or central idea(s) of a text and a. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Provide an objective summary of the text.</li> <li>• 8.RL.4 Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.</li> <li>• 8.RL.7 Analyze how a filmed or live production of a story, drama, or poem stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises/Journals</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Reading Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Knowing how to read. Knowing how to answer questions.</i>	<i>Thick and thin questions Book vocabulary Narrative Plot (and all sub points of plot) Theme Making Inferences</i>	<i>Book Test Quizzes Reading Questions Journals Do Nows Personal Narrative Planning Personal Narrative Writing</i>
<b>Reflection:</b>	<b>Essential Questions:</b>	
<b>I feel this was a great unit. The Outsiders is something that students love and they did a nice job creating their own narratives.</b>	<ul style="list-style-type: none"> <li>• <i>Why do authors write about specific events in their lives?</i></li> <li>• <i>How do we view people based on their "stereotypes"?</i></li> <li>• <i>What can we learn from another person's story?</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>How does the protagonist's demographics change the story?</i></li> </ul>
<b>Relevance</b>	Many students are still learning and growing in their lives. They also may not realize how much they have learned in the past.

<b>Unit: Jimi and Me</b>	<b>Time: December</b>
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**Standards Taught**

- 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.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
- 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.

<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
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<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a "meeting" like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises/Journals</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Reading Practices</i></li> </ul>
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<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
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<i>Plot Narrative Questioning Making Inferences</i>	<i>Thick and thin questions Book vocabulary Narrative Plot (and all sub points of plot) Theme Making Inferences Structure Style Figurative Language Sound Devices</i>	<i>Poetry Samples Meaning "Tests" Book Test Journals Comparisons Writing their own poetry Poetry read aloud</i>
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<b>Reflection:</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>Why do we write poetry?</i></li> </ul>
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<b>This was a more challenging unit. I feel it was effective, but could have been made better with more time before the end of the semester.</b>	<ul style="list-style-type: none"> <li>• <i>How does structure change the way a poem flows?</i></li> <li>• <i>How can we use poetry to write with a certain theme in mind?</i></li> </ul>
<b>Relevance</b>	This was a great way to introduce structure and figures of speech. It can also be therapeutic.

<b>Unit: Short Story Unit</b>		<b>Time: January-February</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, including describing how the material is rendered new.</li> <li>• 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.</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra individual practice, and shortened tests.</i>	<i>The classroom is set up in a “meeting” like setting. There are four table groups so students can collaborate. Overall the environment is structured and has rules and procedures in place.</i>	<i>To practice the various grammar skills students completed:</i> <ul style="list-style-type: none"> <li>• <i>Do Now/Bell Ringer Exercises/Journals</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> <li>• <i>Reading Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Plot Narrative Questioning Making Inferences Structure Style</i>	<i>Thick and thin questions Book vocabulary Narrative Plot (and all sub points of plot) Theme Making Inferences Structure Style Figurative Language Sound Devices</i>	<i>Reading Questions Plot Maps Comprehension Checks Quizzes Group Work Do Nows Exit Slips</i>

	<i>Central Idea Evidence</i>	
<b>Reflection:</b>  <b>This was great for a spiral review on the things that we had covered before. Students got to explore more of their writing with journals and got to do more independent reading of both fictional and nonfictional texts.</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>How are informational and fictional texts similar?</i></li> <li>• <i>How are informational and fictional texts different?</i></li> <li>• <i>How do different types of stories plot maps' differ and stay the same?</i></li> </ul>	
<b>Relevance</b>	This was important to learn the different styles of each type of text and how the style can affect the structure, author's intent, etc.	

<b>Unit: Walk Two Moons</b>		<b>Time: March-May</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• 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</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
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		<ul style="list-style-type: none"> <li>• <i>Assessments</i></li> <li>• <i>Reading Practices</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>Plot</i> <i>Narrative</i> <i>Questioning</i> <i>Making Inferences</i> <i>Structure</i> <i>Style</i> <i>Expository</i> <i>Figurative Language</i>	<i>Thick and thin questions</i> <i>Book vocabulary</i> <i>Narrative</i> <i>Plot (and all sub points of plot)</i> <i>Theme</i> <i>Making Inferences</i> <i>Structure</i> <i>Style</i> <i>Figurative Language</i> <i>Book Vocabulary</i>	<i>Reading Questions</i> <i>Plot Maps</i> <i>Comprehension Checks</i> <i>Quizzes</i> <i>Group Work</i> <i>Do Nows</i> <i>Exit Slips</i>
<b>Reflection:</b>  <b>This was great for a spiral review on the things that we had covered before. Students got to explore more of their writing with journals and got to do more independent reading of both fictional and nonfictional texts.</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>How are informational and fictional texts similar?</i></li> <li>• <i>How are informational and fictional texts different?</i></li> <li>• <i>How do different types of stories plot maps differ and stay the same?</i></li> </ul>	
<b>Relevance</b>	This was important to learn the different styles of each type of text and how the style can affect the structure, author's intent, etc.	