

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 8 READING STUDY 2019

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Curriculum Writing Team

**Emma Balter
Lisa Ryan**

**English Language Arts Team Leader, Madison Middle School
English Language Arts Team Leader, Hillcrest Middle School**

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Grade 8 Reading Study Table of Contents

Core Values and Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	4
Course Essential Questions	4
Course Knowledge & Skills	5
Unit: Profiles of Respect	7

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade 8 Reading Study is a thirty-day course delivered during one trimester. It is the intention of this course to integrate a nonfiction component supporting the Grade 8 Language Arts theme units related to respect. In both courses, students actively engage in all aspects of literacy: reading, writing, speaking, listening, and viewing. In this Grade 8 Reading Study course, students explore these strands as they engage in focused nonfiction literature. Students will read a variety of nonfiction genres. Student-selected reading will also thread through each unit and complement class texts. Other media, such as film, art, and music, are also integrated within the course selections. Complex texts offer students the challenge of grappling with works of exceptional craft and thought. Students develop their communication skills as they engage in the processes of writing, viewing, speaking, and listening.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school literacy teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world. Collaboration is a cornerstone of the classroom as students participate in small-group and large-group discussions and activities.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts throughout the course, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.2	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.
CCS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RI.8.5	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.
CCS.ELA-Literacy.RI.8.6	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.
CCS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCS.ELA-Literacy.RI.8.8	Delineate and evaluate the arguments 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.
CCS.ELA-Literacy.RI.8.9	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.
CCS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually,

quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCS.ELA-Literacy.SL.8.3

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCS.ELA-Literacy.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCS.ELA-Literacy.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

COURSE ENDURING UNDERSTANDINGS

Reading

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

Speaking & Listening

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker’s argument/reasoning and determine relevance.

COURSE ESSENTIAL QUESTIONS

- How do I earn respect?
- How do different people give and receive respect?
- Where do I see signs of struggle with respect in our world today?

- How does a reader come to understand and appreciate what he/she reads?
- How can I apply reading skills and strategies to the many genres of nonfiction for a deeper understanding and better comprehension of text?
- How do I effectively use *before-*, *during-*, and *after-*reading strategies to enrich my comprehension?
- How do I gather and use information to support my thinking and writing?
- How do I effectively listen?
- How do I orally communicate ideas effectively to various audiences?
- How do I better engage in collaborative discussion?
- How do I evaluate a speaker’s argument and reasoning?

COURSE KNOWLEDGE & SKILLS

Reading

Students will understand . . .

- the elements of nonfiction.
- the impact of tone, word choice, and point of view on meaning.
- the varieties of nonfiction text structures.
- the characteristics of different genres.
- key academic vocabulary.

Students will be able to . . .

- cite text evidence to support their analysis of a work.
- analyze the use of key details in informational text.
- determine the central idea of a work.
- summarize text.
- analyze elements of a given text structure.
- determine word meaning.
- distinguish fact from opinion.

Speaking & Listening

Students will understand . . .

- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance text.

Students will be able to . . .

- participate in collaborative learning groups.
- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion / group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in informal settings.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.

UNIT
Profiles of Respect

Scope and Sequence

Day(s)	Focus	Nonfiction Form/Structure (see <i>Performance Coach</i> pp. 68-69 for details)	Priority Reading Skill(s)	Assessment CW: Classwork or homework FA: Formative assessment SA: Summative assessment
1, 2, 3	Steve Jobs Commencement speech	Speech	<ul style="list-style-type: none"> Text evidence Words in context Central idea 	FA: End-of-selection questions 1-6
4, 5, 6	Everyday texts	To include: recipes, instructions / manuals, rulers, surveys, websites, brochures / pamphlets, transportation schedules, etc. (groupwork)	<ul style="list-style-type: none"> Comparison and contrast Sequencing Problem/solution Domain-specific vocabulary Text evidence Application of relevant information 	CW: Extended-response question on author's purpose and structure: Students select two texts to compare and contrast
7, 8, 9	<i>Performance Coach</i> Lesson 9: "Extinction Is Forever"	Informational science article	<ul style="list-style-type: none"> Summarization Comparison and contrast 	FA: Questions that follow "Saving Our Species" article, and a summary of "Extinction Is Forever"
10	Independent reading	Student-selected text	<ul style="list-style-type: none"> Development of stamina and positive reading attitudes 	CW: Reading Log / Reflection
11, 12, 13, 14, 15	Harriet Tubman	Biography Newspaper article Spiritual musical selections from historical time period	<ul style="list-style-type: none"> Domain-specific vocabulary Central idea Text evidence Nonfiction craft techniques 	SA: Student-designed project options: <ul style="list-style-type: none"> Journal entry Newspaper article Map with explanatory key Informational pamphlet
16, 17, 18	<i>Performance Coach</i> Lesson 8: "Try It: Roller Coaster Design"	Science and technical text (use as instructional article)	<ul style="list-style-type: none"> Word choice Words in context Text structure Author's point of view / purpose 	CW: "Learning on a Loop: The Science of Roller Coasters" questions 1-5

19	Respect Project Anecdote	Memoir	<ul style="list-style-type: none"> • Development of positive attitudes and the theme of respect 	CW: Draft of Respect Project Anecdote
20, 21, 22	<i>Performance Coach</i> Lesson 10: “Why Does Earth Have Seasons?”	Texts across genres (use as instructional article, with answering questions and student summary of text)	<ul style="list-style-type: none"> • Summarization • Central idea • Text structure • Words in context • Comparison and contrast 	CW: Questions 1-5 that follow myth selection “Persephone and the Seasons” (adapted from <i>The Iliad</i>)
23, 24	Interviews	Informational interviews	<ul style="list-style-type: none"> • Author’s purpose • Words in context • Central idea • Text evidence 	FA: On-demand written response to interview
25	Student-to-student conferences	Memoir	<ul style="list-style-type: none"> • Theme connection 	CW: Continue draft of Respect Project Anecdote
26, 27	<i>Performance Coach</i> Strand 2 Summative Assessment: “The Java Disaster” & “The Java Horror”	Informational articles	<ul style="list-style-type: none"> • Review of all informational reading standards 	SA: Work on student-designed project
28	Rehearsal and recording of Respect Project Anecdote	Autobiographical recording	<ul style="list-style-type: none"> • Oral presentation skills 	FA: Student recording of Respect Project Anecdote
29	Independent reading: Newspaper Day	Teacher-selected current events articles	<ul style="list-style-type: none"> • Author’s purpose • Central idea • Text evidence 	CW: Discussion of articles
30	Course Celebration!			

Assured Assessments

For the course project, each student will record a “moment of respect”; collected moments will become an anthology of student oral recordings. To complete the project successfully, students will:

- understand the project description and its requirements.
- explore concepts and conflicts of respect through group collaborative readings and discussion.
- develop a plan for project completion.
- collect thoughts on the meaning, application, and real-life examples of respect in our community and world.

- write a personal anecdote involving a meaningful experience of respect.
- record and share the anecdote (or part of the anecdote) following procedures outlined by the teacher and student leaders.

It is the hope that students, working with their teachers, will help to design the project, including developing guiding questions and other materials to inform and guide student work. Student leaders may play roles such as:

- Project Director
- Anecdote Recorder
- Presentation Coordinator
- Project Designer

Resources

Core

- *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Supplemental

- Newsela. <https://newsela.com/>. Web.

Time Allotment

- Approximately 30 days