

NORTH MAC MIDDLE SCHOOL
CURRICULUM GUIDE

Teacher - Debbie Ochu

Grade Level 8th Grade

Course SRS Reading

Course Aims Improving reading skills of all students. Students will learn to recognize the purpose and structural features of different kinds of text. Reading will also improve vocabulary skills, comprehension skills, writing skills.

Course Description Eighth grade students' reading will be enhanced through basal reader, novels, media, and technology. Students will strengthen reading skills by interpreting, analyzing, inferring, and supporting, by reading selections that are aligned to Common Core Standards

Textbook:

Title: Glencoe Literature The Reader's Choice Course 3

ISBN: 0-07-825138-9 (Teacher Edition) 0-07-825107-9 (Student Edition)

Authors:

Publisher: Glencoe/McGraw-Hill

Publication Date: Date: 2002

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Textbook:

Title: SRA Corrective Reading
ISBN: 978-0-07-611237-1 (Teacher Edition)
Publisher: McGraw-Hill
Publication Date: Date: 2008

Assessment There will be a minimum of eighteen grades taken a quarter. These grades will be obtained from assignments, quizzes, chapter tests, and projects. The points will be distributed from each category from the range of percents given below
There will be a minimum of 500 points scored each quarter. These points will be obtained from assignments, quizzes, chapter tests, and projects. The points will be distributed from each category from the range of percents given below.

Example

- Assignments 20% – 25%
- Quizzes 15% - 25%
- Tests 45% - 55%
- *AR – 10%

QUARTER: First

COURSE: Reading

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
“Thank You In Arabic” “Treasure of Lemon” Brown Lessons 69-77 Corrective Reading Magazine article Strategies to help students identify the five parts of a plot: exposition, rising action, climax, and falling action, resolution.	Assess through stories in book that include: Test, vocabulary quiz, group discussions, active and interactive reading worksheets, graphic organizers, media articles, timelines, and video clips.		Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 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. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	How would you show your understanding of homelessness?

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Identify main events in a story.			analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	How would you apply what you've learned to resolve homelessness? What conclusions can you draw about stereotypes?
Identify theme or central message				
Identify stereotypes and how they lead to unfair judgments.				
Word Attack Skills				
Acquire vocabulary knowledge				

QUARTER: 2nd

COURSE: Reading

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Assess through stories and articles on Veterans Day that include: "Drummer Boy of Shiloh" Lessons 78-86 Corrective Reading Identify mood and tone in a short story. Explore how fear and terror affect people. Strategies involved for effective planning. Recognizing traits of narrative non-fiction stories. Identify how writers use descriptive language (5 senses) in order to create	Tests Quizzes Discussion Essay Worksheets Vocabulary You-tube videos		RL4 Analyze the impact of word choices on meaning and tone.	What can be done to minimize (maximize) fear in people? Can you assess the value or importance of

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<p>a more vivid picture of character, mood, or situation.</p> <p>Word Attack Skills</p>			<p>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</p>	<p>effective planning?</p> <p>Can you make a distinction between narrative nonfiction to historical nonfiction?</p>
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QUARTER: 3rd

COURSE: Reading

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
<p>Assess through stories, informational articles, and speeches on African Americans that include:</p> <p>“I Know Why the Caged Bird Sings” (autobiography) “ I Have a Dream”, and Martin Luther King Jr. Novel – <u>The Outsiders</u> Lessons 87-95 Corrective Reading</p> <p>Understanding how people lean on one another for love and support.</p> <p>Understanding an author’s use of dialect.</p> <p>Using the text to provide characterization.</p> <p>To summarize main ideas, supporting details, and relationships among ideas in text.</p>	<p>Tests Quizzes Discussion Essay Worksheets Vocabulary Video</p>		<p><i>RI.8.3</i> <i>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</i></p> <p><i>RI.8.7</i> <i>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video,</i></p>	<p>How do characters change?</p> <p>Identify people you directly and indirectly depend on for support.</p> <p>What is dialect?</p> <p>Why do author’s use dialect when it is clearly grammatically incorrect?</p> <p>Tell me what the text is about in just a few sentences.</p>

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<p>Evaluate various techniques used to create a point of view in media and impact on audience.</p> <p>Students will define unfamiliar terms within the text using context clues, dictionary, and thesaurus.</p> <p>Word Attack Skills</p>			<p><i>multimedia) to present a particular topic or idea.</i></p> <p><i>RI.8.4</i> <i>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 texts.</i></p>	<p>What is the purpose of the story/entire book?</p> <p>What did I learn that was new to me?</p> <p>.</p>
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QUARTER: 4th

COURSE: Reading

	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
<p>Assess through stories and informational articles on multiple intelligences/learning styles and people with disabilities</p> <p>“Flowers for Algernon” (fiction) “Americans with Disabilities Act of 1990” (informational article) “The Disability Rights Movement” (informational article) Lessons 96-105 Corrective Reading</p> <p>Understanding idioms.</p> <p>To examine the function of irony and foreshadowing in a story.</p> <p>Word Attack Skills</p>	<p>Tests Quizzes Discussion Essay Worksheets Vocabulary Letter writing Journal Video</p>		<p>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.</p> <p>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</p>	<p>Describe how people with disabilities in the past were treated and how they are treated today.</p> <p>Identify laws that protect people with disabilities.</p> <p>How would you rephrase the meaning of? (idiom)</p> <p>How does the use of foreshadowing help the reader predict the</p>

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			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 a specific word choice on meaning and tone, including analogies or allusions to other texts	outcome of the story?
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QUARTER: _____

COURSE: _____

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>

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QUARTER: _____

COURSE: _____

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>

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QUARTER: _____

COURSE: _____

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>

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QUARTER: _____

COURSE: _____

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>

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