

**Grade 8 Literature / English Curriculum Quarter Plan; Quarter - Year long**

**Strand:** Reading/Writing/Speaking,Listening,Viewing

**Domain:** Word Study, Narrative Text, Informational Text, Comprehension, Metacognition, Critical Standards, Reading Attitude

<b>Objectives – Comprehension</b>	<b>Assessments</b>	<b>Resources</b>
<p><b><u>Catholic Standards/Attitudes</u></b> __enjoys literacy activities and engages in them independently __ finds ways to serve others with literacy skills __is diligent and consistent in producing high quality literacy work __takes responsibility and initiative to improve reading skills</p> <p><b><u>Critical Standards</u></b> Students will... R.CS.08.01 compare the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.</p> <p><b><u>Reading Attitude</u></b> Students will... R.AT.08.01 be enthusiastic about reading and do substantial reading and writing on heir own.</p> <p><b><u>Comprehension</u></b> Students will... R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.08.02 retell through concise summarization grade-level</p>		

narrative and informational text.

R.CM.08.03 analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.08.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.

### **Word Recognition**

Students will...

R.WS.08.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.

R.WS.08.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.08.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05 acquire and apply strategies to identify unknown words and construct meaning.

### **Fluency**

Students will...

R.WS.08.06 fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.

**Vocabulary**

Students will...

R.WS.08.07 in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources..

**Narrative Text**

Students will...

R.NT.08.01 investigate various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences through classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.08.02 analyze the structure, elements, style, and purpose of narrative genre including historical fiction, science fiction, and realistic fiction.

R.NT.08.03 analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.

R.NT.08.04 analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.

Note: respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and /or show understanding.

**Informational Text**

Students will...

R.IT.08.01 analyze the structure, elements, features, style, and

purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.

R.IT.08.02 analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

R.IT.08.03 explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.

Note: respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and /or show understanding.

### **Metacognition**

Students will...

R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including:

- predicting,
- constructing mental images,
- visually representing ideas in text,
- questioning,
- rereading or listening again if uncertain about meaning,
- inferring,
- summarizing,
- and engaging in interpretive discussions.

R.MT.06.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills

Grade \_\_\_\_\_ Literature / English Curriculum Quarter Plan; Quarter \_\_\_\_\_; Year \_\_\_\_\_  
Strand: Reading/Writing/Speaking, Listening, Viewing Domain: \_\_\_\_\_

Objectives	Assessment	Resources	Learning Activities

