

8th Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).			
KPBSD	Students will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
3.1.3	Student will identify complex relationships among words and analogies.			
3.1.4	Student will determine the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed, segmented, segregation)			
3.1.5	Student will self-monitor and self-correct while reading (e.g. rereading,, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L)			
KPBSD	Student will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			
3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.			

3.5.2	Student will identify the sequence of steps in a list of directions.			
3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., dialogue, foreshadowing, and time sequence).			

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Second Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
3.1.2	Student will determine meanings of unfamiliar words in context using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, and thesauruses)	6.A.8.2 Use a variety of technology interfaces and operating systems.		
3.1.3	Student will identify complex relationships among words including synonyms, antonyms, homonyms/ homophones.			
3.3.3	Student will connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas). (L)			
KPBSD	Student will 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.			
3.7.2	Student will compare and contrast literary elements and devices in a variety of works by a variety of authors.			
3.7.3	Student will analyze and evaluate the importance to the story of plot, setting, character, point of view, and theme.			
3.8.2	Student will identify and analyze author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence.	5.A.8.1 Model legal and ethical behaviors when using information and technology including properly selecting,		

		advocating for, acquiring, and citing resources.		
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Third Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
3.1.2	Student will determine meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., carpe diem).			
3.1.3	Student will identify complex relationships among words including shades of meaning. (L)			
KPBSD	Student will analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.			
3.4.4	Student will explain connections among main ideas/concepts (text to world). (L)			
3.6.1	Student will identify and analyze the characteristics and the effect on the reader of poetry.			
3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., simile, metaphor, personification, imagery, idioms, and repetition).			
3.10.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family community identity formation). (L)			
KPBSD	Student will analyze how an informational text uses structure to emphasize key points or advance an explanation or analysis.			
3.9.3	Student will relate themes to personal			

	experiences, experiences of others, prior knowledge, and the broader world of ideas. (L)			
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Fourth Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
3.6.1	Student will identify and analyze the characteristics and the effect on the reader of drama.			
KPBSD	Student will 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.			
3.8.1	Student will evaluate bias/propaganda in text and other media by citing textual evidence.	3.B.8.2 Use digital tools to document sources appropriately.		
KPBSD	Student will delineate and evaluate the argument 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.			
KPBSD	Student will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			